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ABSTRACT

This guide, written in narrative format by several adult English as a second language (ESL) experts, presents an overview of ESL instruction. The manual is organized in six sections. The first section, an introduction to ESL, contains definitions, describes adult ESL students, and provides tips for new ESL teachers. The second section sketches a brief history of ESL teaching in the United States, summarizing such methods as the grammar approach, the audiolingual method, the communicative approach, the natural approach, and the direct method. The third section surveys the content and context of ESL, providing information on program categories and professional resources (organizations, centers, curriculum guides, contact persons, ERIC Clearinghouse on Languages and Linguistics, publishers, and professional reading). Assessment is the subject of the fourth section, which includes information on the types of tests available and how to prepare students for them. Preparing lesson plans is discussed in the fifth section (samples are included). The final section discusses teaching the multilevel class. Appendixes to the guide contain ESL drills, a checklist for American culture, learning activities (including a 26-item annotated bibliography), a list of contact persons in Florida, selected tests, a teacher self-rating checklist, and a textbook evaluation checklist. (KC)

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ADULT ESL INSTRUCTION:
A CHALLENGE AND A PLEASURE

AN ORIENTATION GUIDE FOR ADULT ESL TEACHERS

U.S. DEPARTMENT OF EDUCATION
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Cover ESL emblem designed by Anne Mock.

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Deep thanks must also go to the project's statewide advisory committee, whose more than 200 years of collective language-teaching experience helped to shape the project and the guide. These individuals assisted with planning for the guide, and some of them wrote vital sections. They were unfailingly generous with their time and information throughout the project. They are:

Sheryl Beller
Helene Cusack
Rosa Diaz-Duque
Clifford Eberhardt
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Alma Glover-Smith
Barbara Humak
Katharine Isbell
Dr. Jerry Messec
Anne Mock
Carolina McNaughton Nurik
Faye Van Arsdall

Others who provided valuable assistance are Lilliam Chisholm, Ruth Lieberman, and Sheila Smith.

Of paramount importance in preparing any kind of any guide is the target population. What do ESL teachers want? What did they need when they started out? What kinds of things helped them? Hundreds of adult ESL teachers throughout Florida took the time to answer these questions, and their comments and suggestions were a strong factor in shaping this guide.

Janet Davis spent many hours typing, proofing, and retyping. Her cheerfulness, patience, and professionalism made our work much easier.

L.M.G.
A.W.B.

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• Ms. Faye Van Arsdall, after many years of teaching and supervising adult ESL classes, is now working as a private ESL consultant and teacher-trainer. She wrote English: Your Second Language, an ESL textbook series.

ADULT ESL: AN INTRODUCTION

Lucy Guglielmino

Adult ESL instruction is both a challenge and a pleasure. The task of learning a new language as an adult is no small feat, and assisting a student to learn even enough English to survive requires a great deal of patience, empathy, and skill. The tremendous effort involved in running a successful adult ESL classroom is more than rewarded, however. Few students are more avidly interested in their subject matter than those who need to learn how to ask directions, those who cannot get a job because they cannot communicate, or those who must pass the Test of English as a Foreign Language (TOEFL) in order to be admitted to a college or university in this country. This motivation and the bond which develops between student and teacher creates an unusually warm and satisfying classroom situation.

DEFINITIONS

Acronyms abound in the area of second language learning. Some that you are sure to hear are listed and defined here.

EFL - English as a foreign language. This term refers to instruction in English for persons who do not intend to live in an English-speaking country. EFL classes might be taught in the student's native country (such as English

classes in Europe for businessmen involved in international commerce) or they might be taught in this country (for example, the ESOL Summer Institute at Florida State University in Tallahassee for ARAMCO employees from Saudi Arabia.

ESL - English as a second language. This term applies to programs offered within an English-speaking country for persons who intend to remain there.

ESOL - English for speakers of other languages. This term is sometimes used interchangeably with ESL. Others use it as an umbrella term to cover both ESL and EFL instruction.

TOEFL- Test of English as a Foreign Language. This test is generally required of foreign students applying for admission to colleges and universities in the U.S.

TESOL- Teachers of English to Speakers of Other Languages: an international professional organization composed of ESL, EFL, and ESOL educators.

Many other acronyms may be encountered in the literature of ESOL instruction. For a more inclusive list, see The Adult Basic Education TESOL Handbook.

WHO ARE ADULT ESL STUDENTS?

Who are these people who show up in your classroom? What do they need and want? Adult ESL students usually come because they have an immediate need. They come because they choose to, not because they have been ordered to. But just as these adults voluntarily come, they will "vote with their feet" and disappear if they feel they are not getting what they need. It is important

It is important that the teacher of adult ESL students understand and accept them: first, as fellow human beings; secondly, as products of their culture; and finally, as adult learners with immediate and specific needs.

that the teacher of adult ESL students understand and accept them: first, as fellow human beings; secondly, as products of their culture; and finally, as adult learners with immediate and specific needs.

Among the most urgent needs of adult learners are:

1. A teacher-student relationship based on mutual respect. Adults expect to be treated like adults. They expect to have their experiences and opinions valued. There is often a temptation to treat ESL students like children since their speech is childlike and a great deal of drill similar to that used when working with young children must be used. Avoid the temptation!

Probably the best single indication of the quality of an ESL classroom is the ratio of student speech to teacher speech.

2. Involvement in the classroom. This is a good policy in any classroom, but is especially necessary for adults and ESL students. Students learn by doing. Probably the best single indication of the quality of an ESL classroom is the ratio of student speech to teacher speech. The ESL student needs to practice speaking English,

not hear someone else talk about English. If you have not previously taught ESL or a foreign language, see Appendix A for information on using practice drills. Students should also be encouraged to share their experiences, questions, and cultural information. There's a lot of truth to that old saying:

Tell me and I forget;
Show me and I remember;
Involve me and I understand.

3. RELEVANT instruction. This must begin with a mutual process of identifying the gaps between where the students are and where they need to be. The degree to which students can contribute to this process will vary with their language proficiency, but their input is important. The level of English proficiency they need to attain, the content of instruction, and the sequencing should all be determined by their goals. The vocabulary, grammar structures, and dialogues they work with must be real and immediately applicable.

4. A climate of teacher warmth and empathy. This may be the single most important factor in determining how well your students learn. Many adults feel uncomfortable in a classroom situation. They often have had unpleasant experiences in previous educational settings. In any case, adult ESL students usually feel a great sense of insecurity because they cannot use English as well as they would like to (or at all!) Teacher warmth, acceptance and empathy are

particularly important to them. A large body of research shows that if a teacher is warm, caring, and ehthusiastic, the students learn more. If the teacher is not warm, caring, and enthusiastic, they learn less (or they leave).

If a teacher is warm, caring, and enthusiastic, the students learn more. If the teacher is not warm, caring, and enthusiastic, they learn less (or they leave).

5. Opportunities for problem-solving and building self-directed learning skills. This is a must for any adult program. It is easier at the higher levels of ESL instruction, but should be incorporated wherever possible. If you can let the students find the answer rather than just feeding them information, they will begin to develop skills that will help them the rest of their lives. One tiny example: In a higher level class, after teaching vowels you can hold up and name items such as an apple, a pencil, an eraser, a watch, an onion, a book, and so forth. Write these on the board and allow them to discover when to use "a" and when to use "an" (with your prompting, if necessary). Students can also be asked to describe what they should do in problem situations, such as if they need to return something to a store or don't know how to ask for a day off to attend a wedding. Their input can be used to build dialogues and role plays.

These self-help, self-directed learning skills will prove invaluable to your students and help to reduce the possibility that their dependency relationship with you will become too strong and hinder their development. Chang Tzu, a Chinese philosopher, said it well many centuries ago:

Give a man a fish
and he eats for a day;
Teach a man to fish,
and he eats for a lifetime.

6. Opportunities for success. Adult ESL students have their egos battered every day. They are often looked down upon or treated with impatience because many people in our culture equate "different" with "wrong." Many people wrongly associate a lack of ability to communicate effectively in English with a lack of intelligence. As a result of these attitudes and their own feelings about their lack of ability to communicate, adult ESL students may experience a great deal of frustration. They need opportunities to succeed and be recognized for that success every day.

A few tips:

1. When drilling or practicing a dialogue, have the whole group respond first. Then divide the room in half and have each half respond. Next have students volunteer to respond, and finally, call on each person (in a dialogue, place the students

in pairs and have them practice). In this way, each person has a better chance of mastering the language called for before being asked to perform individually.

2. When you respond to a student's efforts, avoid such negative responses as, "No," "That's not right," or "That's wrong." Instead, use terms such as "Let's try that again", simply say "Once again" and repeat the phrase or question, or (in a drill) repeat the parts that were done incorrectly and simply signal the student to repeat.
3. Make sure to allow adequate time for drill and review on new structures and new vocabulary words. If you have never before taught ESL or had foreign language teaching experience, you will probably be surprised at the amount of drill and repetition that is necessary for your students' success.

> Adult ESL students need opportunities to succeed and be recognized for that success every day.

4. Encourage your students to set small daily or weekly goals. As these are achieved, they can be congratulated and congratulate themselves on their progress. If they face only that major goal, "to learn English"

every day, it can begin to seem impossible to achieve. The satisfaction of achieving smaller goals provides the motivation and encouragement to continue.

7. Cultural orientation. Effective communication depends on many other things besides vocabulary, structures, and pronunciation. A person who will not look into an interviewer's eyes when applying for a job is not likely to be hired. A new employee who is consistently late for work is not likely to keep the job for long. These behaviors that look so strange to us are perfectly acceptable in other cultures. In Oriental cultures it is considered an insult to look directly at a person in a position of authority. In Latin cultures, being on time does not have the importance that we attach to it in this country. As a matter of fact, if you are invited to dinner in South America and you arrive on time, you may find that the host and hostess are not yet dressed!

Culture involves a wide variety of things which we tend to take for granted: gestures, courtesies, values, attitudes, goals, eye contact, spatial awareness, time awareness, modes of dress, habits of cleanliness, and much more. If one of your students is acting in a way you don't understand or doing something that annoys you, investigate. The behavior is probably a part of the student's native culture. Once you understand it, you will be able to deal with it better.

Appendix B is a checklist of aspects of our American culture which may be puzzling to your ESL students. For a more complete coverage of this topic, read Teaching Culture by H. Ned Seelye (Skokie, Illinois: National Textbook Company, 1981). There are also many books and pamphlets to help you understand your students' cultures. These are available from the Center for Applied Linguistics, 3520 Prospect St. N.W., Washington, D.C. 20009. Your library is another good source of cultural information.

> Note on culture shock: Remember Alvin Toffler's best-seller, Future Shock? He described the negative impact that rapid change can have on an individual within the same culture. A person who is trying to fit into a totally new culture may become disoriented, depressed, discouraged, and exhausted from trying to cope in the new culture. You are especially likely to notice culture shock among refugees who have little or no resources and have recently undergone traumatic experiences.

8. Other needs. In addition to the needs listed above, adult learners may require a longer time to perform learning tasks than children do, and they may be more sensitive to an uncomfortable physical environment (especially to extremes of heat or cold). They may have already put in a full day's work before they get to class; they will be tired. Anything you can do to liven up the class, such as using a variety of teaching methods, using audio-visual aids, and changing the pace of your activities will help them to concentrate. See Appendix C for a bibliography

of lively ESL activities such as games, songs, and kinesthetic techniques.

HOW DOES IT FEEL TO BE A LIFELINE?

Adult ESL teachers are a hard-working and dedicated group. They seem to be driven by a strong determination to find out what works for their students. Why does that happen? Because their students need so much. When other adults look to you as the key to being able to function fully in this society, when they are willing to put in long hours after working a full-time job, when they light up at the understanding of a new word or a new structure, when they respond so intensely to a few words of praise, a deep teacher-student bond develops. In essence, you are their lifeline— their key to survival and success.

Enjoy this rich relationship. Welcome it. Nurture it— but keep it in perspective. Early in the language-learning process it is especially important that the students be able to feel that they have found someone that they can rely on to help them in this strange new language and culture, but help is the key word. From the very beginning, encourage your students to use English as much as possible and provide activities that will build their confidence and self-dependence. Whenever possible, have the students, not the teacher, be the focus of the classroom. It is very gratifying to be the guru, the center of knowledge, and yes, perhaps even the star--but it is much more rewarding to make your students the stars and watch them grow more confident in their language abilities.

Remember: The purpose of a lifeline is to get the struggler to the boat!

TIPS FOR NEW ESL TEACHERS

One of the best ways to become acclimated to a new position is to find persons who does it well, watch them, and ask questions. If you can observe several other adult ESL teachers, take advantage of the opportunity. This section provides another way for you to benefit from the expertise of experienced ESL teachers. A group of highly successful ESL teachers and teacher supervisors were asked what tips they would give to a new ESL teacher. These tips represent a combined total of several hundred years of ESL teaching. With an introduction like that, they had better be good!

Tips for the first day include:

1. Learn the students' names and how to pronounce them. Use nametags, if possible, to help students learn each other's names as well.
2. Find out something about your students' backgrounds if possible.
3. Create a comfortable, non-threatening atmosphere.
4. Find out students' needs in the four skill areas: listening, speaking, reading, and writing. Note: This doesn't mean you must administer a formalized test on the first day.
5. Determine some short-term goals.
6. Set up a clear system of signals so that the students know when you want them to repeat what you have said.

Other tips include:

1. Speak in a natural tone of voice. Use normal intonation, rhythm, pace, and volume.

2. Teach by topic, situation, or competency (teach for a purpose).
3. Make sure that your subject matter is relevant. Your students should leave class every day with language they can use.
4. Limit your language in quantity and complexity.
5. Proceed SLOWLY. Don't feel pressure to run through a text.
6. Review every day.
7. Vary activities frequently.
8. Care about your students' lives and show it.
9. Start learning a new language yourself, to see how awful it is!
10. Give your learners a chance to learn - don't teach everything.
11. Don't correct every error when students begin to speak.
12. Remember: there is no perfect text.
13. Help students to set small goals.
14. Be flexible. The best language lesson may grow from a student's shared experience (an accident, a wedding, anything that is important to the students).
15. Don't allow yourself to be threatened by anything you don't know. As Winston Churchill once said, "It is better to do something than to do nothing while waiting to do everything!" There is a vast array of methods and approaches in ESL. This vast reservoir of possibilities sometimes intimidates new ESL teachers; but if you are

committed to helping your students learn English (and you are, or you wouldn't be reading this guide), you will soon develop an approach that works well for you and your students.

16. Make a commitment to growth, both as a person and as a teacher. Trade in "being" for "becoming." What a lively and satisfying way to go!

A BRIEF HISTORY OF ESL TEACHING

Jerry Messec

It has been said that those who refuse to study history are condemned to repeat it. Others contend that all of history is cyclical and that we should study it to learn where we are going. In any case, a bit of historical perspective on ESL teaching in this country should prove to be valuable. It may help you to pinpoint the approaches of various textbooks you may have available. Also, since the bottom line in adult ESL instruction is whatever works for those specific students in that particular class, you may gain some ideas that you would like to incorporate into your own electic approach.

ESL teaching in the United States has been a part of the broader field of foreign language teaching. It developed along with the teaching of German, French, Spanish and sometimes other languages. It was subject to the same historical influences and passed through the same periods of change, but its special needs have always set ESL teaching apart from foreign language teaching. Those special needs are the immediate needs of ESL students. ESL students are not pursuing literary interests, they are not preparing for a trip or visit to a new country, they are not studying a new language for prestige or intellectual challenge. ESL students are learning a new language because they must. They are now in the middle of English and must deal with all the English around them every day. They cannot wait until next month or next year to deal with some part of English. They can seldom enjoy successes in their native language and then study a bit of English in class at their leisure. ESL learners are involved in

language learning in a way that other foreign language students in the United States are not.

Most foreign language teaching in the United States has been--and possibly still is--conducted on a grammar basis.

> **GRAMMAR APPROACH:** The purpose of instruction is to develop competence in reading and writing. The grammar approach uses language as a system of rules to be taught and tested. The expectation is that many will fail.

That is, the teacher and students assume that by studying the grammar rules of the new language and adding vocabulary and some application work, the new language will be learned. The well-documented lack of success of this assumption has not changed the opinion of most teachers and students. The study of grammar still holds such a high position of academic respectability, ultimately derived from the prestige of Latin studies and the idea that grammar study encourages clear thinking, that even the abject failure of generation after generation of eager language students has not dissuaded many.

While those studying foreign languages in the United States might accept failure, most ESL students have not been able to afford such lack of success. ESL teachers have needed more direct results in their work with children and adult learners and have not hesitated to try any method or technique if it produced positive results. The practical language emphasis of the audiolingual method in the 1950's and 60's made good sense for ESL teaching and soon became the standard method for those

fortunate enough to have training or access to those who did.

> AUDIOLINGUAL METHOD: The goal is spoken language. Rules and vocabulary are taught in the context of everyday life. This approach emphasizes oral skills and de-emphasizes reading and writing. It views language learning as training and practice. Dialogue memorization and structural drills are typical teaching techniques.

The heavy linguistic emphasis of the audiolingual method, however, did not appeal to most ESL teachers and the method was soon modified to fit specific situations.

Today we realize that there is no such thing as a "pure method." We also realize that there will never be a correct way to help all students in learning English, or any other language. What we have learned is that many combinations of classroom activities must be available to let each student learn as he/she is best able. The audiolingual method, born from World War II military foreign language teaching successes, was transformed in the 1970's into a more communicative approach for ESL teaching.

> COMMUNICATIVE APPROACH: This approach is based on a view of language as a system of human communication. Sometimes it consciously teaches rules, sometimes not. All learning is done in context, and the context must be appropriate for specific learners. There is an assumption that most language rules are not explicitly known and cannot be consciously taught. The communicative approach was derived from the audiolingual method, and often uses its techniques, but adds communicative activities such as role plays, problem solving, and discussion.

The communicative approaches of the 70's led ESL teaching away

from linguistic emphasis and toward the uses of language. This has proven to be a rich field for the development of language studies and the creation of new classroom techniques in the 1980's.

In the 1980's the result of second language acquisition studies and the application of monitor theory have led ESL teaching into a new phase of development. Second language acquisition studies of children and adults have shown many striking similarities, all of which have relevance for the ESL classroom. Monitor theory has given ESL teaching a practical tool both for discussing the progress and problems of learners, and for planning a coherent teaching program which includes both language rules and language performance. Basically, monitor theory suggests that conscious rule learning about language is somehow separate from unconscious acquisition of real language use and is available for the student's use only under certain specific situations--test-taking being one of the most common situations. Thus the well-known problem of students who can pass written exams on parts of language, but are unable to use the language in any meaningful way is explained.

> NATURAL APPROACH: This approach, based on the monitor theory, supposes two often conflicting events in language classrooms; conscious rule learning and unconscious language acquisition. It is concerned with language as human communication and is adaptable to a broad range of language methods and techniques. In most cases, the natural approach uses a "silent period" where listening activities are emphasized at the beginning of instruction.

The power of monitor theory application to the ESL classroom is just now being explored. This coincides with the rise of direct methods in ESL teaching and combines easily with a wide variety of direct method ideas. Of course direct methods, teaching by visual demonstration without rule explanation, are necessary when teachers and students do not share a common language. This has been the common situation recently in both primary and secondary schools as well as in adult education, where teachers have not known the languages of their students and explanations have quickly led to misunderstanding and frustration. Direct methods have long been used by commercial

> DIRECT METHOD: The direct method teaches language rules implicitly or unconsciously by using realia (actual everyday objects), visuals, and action. It requires careful teacher control to sequence appropriately and is difficult to prepare in textbook form.

language teaching firms in the United States and elsewhere, but have not been commonly used in public education. Foreign language teachers, including ESL teachers, who trained at public institutions were not trained in direct methods. Such methods lacked academic credentials and were associated with commercial ventures. They had only working success to recommend them and that was frequently not enough. In all fairness, many teachers did use direct methods, but often erratically, as neither training nor support materials were easily available. Training in consistent and well-planned direct method programs is necessary

for the success of direct methods, and most ESL teachers in public education have had little opportunity for any ESL training at all. In most cases, specific ESL training has come only through inservice training.

In the typical public education ESL situation (other than the specialized case of university intensive ESL programs), teachers certified in other subject areas are given ESL teaching tasks and find themselves without a common language of instruction. Such teachers, with little or no ESL training, commonly find themselves relying on commercial texts for continuity, structural practice and vocabulary building, review and testing. While these components may be present in the text, they may not be appropriate for the needs of the particular group of students in the classroom at that time. The teacher is frequently frustrated and sets about trying a variety of materials and approaches to supplement or replace the text. In most cases, the teacher, by way of his/her pedagogical training and classroom experience, works out some more satisfactory approach. The most successful of these locally-produced approaches almost always include these elements:

1. communication practice in contexts appropriate to the students (spoken and written),
2. activities which allow the students to experiment and practice freely in the new language ,
3. carefully controlled practice with language items under study (such as structure, vocabulary, pronunciation), including immediate feedback from teacher or other source , and

4. a strongly supportive feeling from the teacher and others that progress can be and is being made.

ESL, and the broader field of language teaching, has been shaped by the needs of students. Public education ESL has been changed in recent decades both by professional leadership and academic research and writing, as well as the needs of newly arrived immigrants and refugee populations in this country. We can surely expect ESL teaching to continue to change as we each make our contributions through our efforts to assist students who find themselves faced with the necessity of learning English as their new language.

THE CONTENT AND CONTEXT OF ESL

Lucy Guglielmino

Understanding the range of program foci and gaining knowledge of professional courses, technical assistance, networking possibilities, and program and curriculum guides are vital to becoming effective in a new teaching area. This section compiles some of that information for you.

PROGRAM CATEGORIES

The area of ESL is still in a period of emergence and refinement. From the many trends and approaches, one point appears to be increasingly clear: It is essential that ESL students be able to work with materials relevant to their most immediate language needs. Some of the most commonly used program categories are listed below.

Survival ESL - Focuses on the skills needed for basic survival, such as asking for and understanding directions, handling money, and filling out simple forms.

ESL/Literacy - Emphasizes learning how to read and write in English.

Pre-Vocational ESL - Teaches the skills and language necessary for getting and keeping a job, such as filling out an employment application, conversing during a job interview. Covers cultural attitudes that are work-related as well.

Vocational ESL (VESL) - ESL related directly to vocational training, preferably offered at the same time as the

training. In VESL, the ESL teacher works very closely with the vocational instructor to assure timely introduction of appropriate vocabulary and grammar structure.

English for Special Purposes (ESP) - Refers to vocational ESL at a professional level. ESP serves students with strong academic abilities who need language skills related to fields such as engineering, business, computer science.

ESL/TOEFL Preparation - Focuses on vocabulary, listening comprehension, reading comprehension and writing ability necessary to pass the Test of English as a Foreign Language, which is required for entry into most colleges and community colleges.

WHAT ARE MY PROFESSIONAL RESOURCES?

Fortunately, an abundance of professional resources for ESL teachers now exist. This section includes international, national, and state professional organizations, journals and newsletters, institutes, means of locating appropriate contact persons within your area, and many other helpful resources.

Professional Organizations

National and International*

Teachers of English to Speakers
of Other Languages (TESOL)
202 D.C. Transit Building
Georgetown University
Washington, D.C. 20057

Publishes the TESOL Quarterly and TESOL Newsletter.

*For a complete list of international organizations see "Keeping Up to Date as an ESL Teacher" by Laura Thompson in Teaching English as a Second or Foreign Language. Marianne Celce-Murcia and Lois McIntosh, eds.

State:

State affiliates and their addresses are listed at the end of Classroom Practices in Adult ESL. If the address and/or telephone given is no longer correct, contact national TESOL for the information.

Florida affiliates:

Gulf TESOL
% Dr. Jerry Messec
Learning Systems Institute
206 Dodd Hall
Florida State University
Tallahassee, FL 32306
Telephone: (904) 644-5442
Suncom: 284-5442

Florida TESOL
% Ms. Angie Fleites, President
11708 SW 125th Court
Miami, FL 33186

Note: Conferences are sponsored by the international, national, and state TESOL organizations. In some cases, workshops and local training activities are sponsored by state affiliates on a limited basis. Check with your affiliate for details.

Technical Assistance Centers

In many cases, you may request information on training available through federally-funded training projects. An example is the Bilingual Education South Eastern Center (BESES). It provides technical assistance and information services training for ESL and bilingual education teachers in Florida, Georgia, South Carolina, Kentucky, Tennessee, Mississippi, and Alabama. If you are outside of this area, they will provide you with the address and telephone number of the appropriate center.

For information contact:

Dr. Rosa Inclan, Director
BESES Center
Florida International University
Tamiami Campus TR M03
Miami, FL 33199

Telephone: 1-(800)-432-1406 (within Florida)
Within region: 1-(800)-325-6002
Outside region: (305)-554-2962

Program Standards and Guidelines

National TESOL has developed a listing of specific criteria that ESL programs in adult education can use in developing an overall program plan or in conducting a self-study. The title is TESOL's Standards for English as a Second Language Programs in Adult Education in English-Speaking Countries. Detailed input from experienced professionals in adult ESL throughout the U.S. went into this document, which covers a wide range of topics, including definitions, characteristics of quality adult ESL programs, program administration and operation, instructional design, instructional staff, and program assessment. It provides a good "thought piece" and a reference.

Contact:

Dr. Jeffrey P. Bright, Chair
Adult Education Subcommittee
TESOL Committee on Professional Standards
3931 North Janssen
Chicago, IL 60613

Curriculum Guides

There are several excellent curriculum guides available which can be valuable resources for your program. A few are described below.

English as a Second Language Curriculum

Palm Beach County Schools Adult Education - Detailed curriculum guides have been developed for beginning, intermediate, and advanced ESL instruction. They are based on a survival/life skills format organized around ten topics, such as personal life, the world of money, food, health, and rules and and the law. Appropriate vocabulary and grammar structures are provided for each situation presented.

Contact person:

Ms. Anne Mock
ESL Coordinator
Palm Beach County Schools
1235 15th Street
West Palm Beach, FL 33401

Guide to ESL Curriculum for Adult Education

This guide, prepared by the Chicago Urban Skills Institute, presents course content based on communication objectives stated in functional terms (such as giving and seeking information, persuading and describing). Each objective reflects life situations; appropriate grammar structures and vocabulary are suggested. Levels included are ESL Literacy and Beginning, Intermediate, and Pre-Advanced ESL.

Contact person:

Dr. Jeffrey P. Bright
Chicago Urban Skills Institute
3901 South State Street
Chicago, IL 60609

California Adult Student Assessment System

CASAS is a comprehensive educational assessment system designed to measure competency-based curriculum for all levels of ABE and ESL instruction. Their competency list and curriculum index and matrix essentially provide a curriculum guide. They also have an item bank for testing achievement of the competencies.

Contact person:

Patricia Pickard, Project Director
California Adult Student Assessment
San Diego Community College District
3249 Fordham Street
San Diego, CA 92110

Contact Person/Networking Possibilities

Many of the state TESOL affiliates perform a networking function and can help you get in touch with persons who can answer your questions. Your county's director of adult education will probably also be able to refer you to an ESL contact person. Appendix D contains a list of ESL contact persons by county for Florida.

Colleges and Universities

Many colleges and universities offer courses or complete programs in ESL instruction. Most of the faculty would be happy to answer a question or provide a reference on a specific problem you need help with as well. In addition their libraries will be likely to have a good selection of books and materials on cultural backgrounds and ESL instruction. To locate the programs in your area, ask your local librarian for the Directory of Teacher Preparation Programs in TESOL and Bilingual Education by Charles H. Blatchford (Washington D.C.: TESOL, 1982). Or contact TESOL for the information.

Examples of programs available in Florida:

- Florida International University

  Master's program, add-on certification, or undergraduate specialization in TESOL.

  Contact: Dr. Christine Gross
  Florida International University
  Tamiami Campus
  Miami, FL 33199
  (305) 554-3398
  Suncom: 441-3398

- Florida State University

Master's and doctoral degrees in Multilingual, Multicultural Education with a special area in ESL or EFL.

Contact: Dr. Frederick L. Jenks
Department of Curriculum and Instruction
College of Education
Home Building
Florida State University
Tallahassee, FL 32306
(904) 644-4797
Suncom: 284-4797

- University of South Florida

Master's degree in applied or theoretical linguistics and professional certificate in TESL (15 semester hours).

For master's degree in theoretical linguistics, contact Dr. Roger W. Cole. For master's degree in applied linguistics or professional certificate, contact Dr. Carol Cargill-Power.

Address and telephone for both:

International Language Institute
CPR 293
University of South Florida
Tampa, FL 33620
(813) 974-3433
Suncom 574-3433

- University of Florida

Master's degree in TESL or theoretical linguistics.

Contact: Dr. Roger Thompson
English Language Institute
313 Norman Hall
University of Florida
Gainesville, FL 32611
(904) 392-2070
Suncom: 622-2070

Center for Applied Linguistics

The Center for Applied Linguistics is a private, non-profit organization involved in the study of language and the application of linguistics to cultural, educational, and social concerns. They publish books, films, slides and videotapes for ESL teachers. Topics cover a broad range, including cultural background information, phrasebooks for little-used languages, needs assessment techniques, and many others. A series of refugee education guides which they have developed are available free of charge.

To request information and/or be placed on their mailing list, write:

Office of Communication & Publications
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
Telephone: (202) 298-9292

ERIC Clearinghouse

The Educational Resources Information Center (ERIC) has many documents on ESL instruction. They will send a free bulletin announcing their publications twice a year.

Address: Clearinghouse on Languages and Linguistics
American Council on the Teaching of
Foreign Languages
62 Fifth Avenue
New York, NY 10011

Publishers

Publishers who produce ESL materials often have local or regional representatives who will work with you to locate appropriate materials for your students. Many of them will also provide free training sessions for groups of ESL teachers, and examination copies of books you are considering for use. All

of them will be happy to put you on their mailing lists. Specify the level and cultural backgrounds of your students when you write. Selected ESL texts and their publishers can be found in Appendix E. See Appendix C for an annotated bibliography of lively, effective supplemental materials for ESL instruction.

Professional Reading

It has often been said that if you're not growing, you're dying. There are now a wide variety of professional books and journals to help you to continue to grow in your ESL teaching. This very brief list of books and journals represents the selections of an experienced group of ESL teachers and teacher-trainers.

Books:

Asher, James J. Learning Another Language Through Actions. Los Gatos, CA: Sky Oaks Productions, 1982. (P.O. Box 1102, Los Gatos, CA 95031).

Bartley, Diane E. The Adult Basic Education TESOL Handbook. New York: Collier Macmillan, 1979.

Celce-Murcia, Marianne, and Lois McIntosh. Teaching English As a Second or Foreign Language. Rowley, MA: Newbury House, 1979.

Center for Applied Linguistics. From the Classroom to the Workplace: Teaching ESL to Adults. Washington, D.C.: CAL, 1982.

Clark, Raymond C. and others. The ESL Miscellany. Brattleboro, VT: Pro Lingua, 1981.

Clark, Raymond C.. Language Teaching Techniques Resource Handbook #1. Brattleboro, VT: Pro Lingua Associates, 1980.

Colvin, Ruth J. I Speak English. Syracuse, N.Y.: Literacy Volunteers of America, Inc., 1980.

Finocchiaro, Mary. Teaching English as a Second Language. 2nd ed. New York: Harper and Row, 1969.

Haycroft, John. Introduction to English Language Teaching. New York: Longman, 1978.

Krashen, Steven, and Terrell, Tracy. The Natural Approach. San Francisco: Allemany Press, 1983.

Krohn, Robert and others. English Sentence Structure. Ann Arbor: University of Michigan Press, 1971.

Paulston, Christina Bratt. Teaching English as a Second Language: Techniques and Practices. Boston: Little-Brown, 1976.

Rivers, Wilga M., and Temperly, Mary. A Practical Guide to Teaching English as a Second or Foreign Language. New York: Oxford University Press, 1977.

Stevick, Earl W. A Way and Ways. Rowley, MA: Newbury House, 1980.

Journals:

English Language Teaching Journal

Oxford University Press
Press Road
Neasden, London NW10
England

English Teaching Forum

English Teaching Division
Information Center Service
ICA
Washington, D.C. 20547

Language Learning

English Language Institute
University of Michigan
2006 North University Building
Ann Arbor, MI 48104

Modern Language Journal

National Federation of Modern Language
Teachers Association
Richard B. Shill, Business Manager
Department of Foreign Languages
University of Nebraska
Omaha, NE 68182

TESOL Quarterly

TESOL
202 D.C. Transit Building
Georgetown University
Washington, D.C. 20057

Newsletters

Many of the state TESOL affiliates have newsletters. In Florida, for example, Gulf TESOL publishes a newsletter four times yearly. Also of interest: Second Language Acquisition Notes and Topics (SLANT) Newsletter. San Jose State University, San Jose, CA 95192.

Other Resources

It is possible that other teachers before you have left some resources you can use. There may be only a picture file, a list of field trip sites or a few professional books; or, in larger counties, you may find teacher's handbooks or guides of various kinds. Ask! These locally developed resources can be especially helpful if you are new to the area or the system.

A few examples:

Tasks, Field Trips, and Speakers. A local resource guide developed for Palm Beach County's Adult ESL teachers.

Teacher Handbook and Curriculum Guide for Use in English as a Second Language Programs, Broward County Schools Adult Education. This booklet contains a number of helpful references for the teacher, such as competency lists for ESL/Literacy, ESL/Coping (Survival) and ESL/Prevocational; suggestions for field trips, a lesson plan format sheet, lists of appropriate community agencies, available texts and materials, and a listing of books and pamphlets in the professional library.

Handbook to Start Beginners in ESL. A xeroxed, consumable packet of materials for non-literate beginners to help them develop a personal information card (name, address, telephone, social security number, age, birthdate), learn the alphabet and numbers, and practice writing in manuscript and cursive. Developed by Orange County ESL teachers.

English as a Second Language, Level I. Also developed in Orange County, this workbook includes practical vocabulary and sentence structures that are used in everyday situations. It contains dialogues, pattern practice, word puzzles, and other types of exercises, personalized where possible (giving and following directions, for example). It is used as a basic text in many of the county's classes for beginning students.

If resources such as the ones mentioned in this section are not available to you, you may want to begin compiling those which you think would be most helpful.

ASSESSMENT: WHERE ARE THEY STARTING? HOW ARE THEY PROGRESSING?

Barbara Humak

Assessment is a critical area in ESL. A student who begins working above his or her level will become frustrated and discouraged; one who begins working below the appropriate level will be bored and probably upset by the lack of progress. In either case, there is a very real danger that the student might stop coming to class and therefore lose that opportunity to improve in English. This section provides an overview of assessment in adult ESL.

ESL tests are available both for adults who can read and write and for those who cannot. They can be administered by a psychologist, a guidance counselor, the classroom teacher, or a supervising teacher. AN ESL test measures only the non-native speaker's English language ability compared to that of a native English English speaker. Most ESL tests will indicate that the student falls into one of the following categories:

low beginner
high beginner
low intermediate
high intermediate
low advanced
high advanced

Please note that no ESL test can assess grade level or intelligence. This is not the purpose of a language test. Although administrators may request grade levels, it must be emphasized that no ESL test provides grade-level classifications.

WHAT TYPES OF TESTS ARE THERE?

Proficiency tests are the tests you will use for your new students. They define a student's level of proficiency in reference to a specific type of instruction or employment. They may be used to indicate a) readiness to undertake a certain subject, b) appropriate placement, and c) diagnostic information (What are the student's strengths and weaknesses?).

In addition to the proficiency tests, you may use:

Prognostic or Aptitude tests. These tests predict a student's probability of success in the study of ESL.

Progress tests. These measure the extent of mastery of material in class and the language lab.

Achievement tests. Prepared by an outside group of examiners, these are pre-tested and standardized with scores compared to statewide or national norms. They are given after formal instruction in ESL.

WHAT DO THE TESTS INCLUDE?

Mary Finnochiaro in Teaching English as a Second Language lists the commonly-used testing techniques for various tests:

In tests of listening comprehension pupils may be asked to:

1. Imitate minimal pairs; that is, words whose pronunciation differs in only one sound; e.g. rag/rack, yellow/fellow, very/berry, hat/hot.
2. Imitate sentences of varying length.
3. Carry out a request.
4. Point to a picture about which a statement is being made.
5. Answer specific questions about themselves, the weather, the room.
6. Take an aural comprehension exercise.
7. Listen to a recording and answer questions on it.

In tests of oral production students may be asked to:

1. Identify in complete sentences ten common classroom objects in a picture series.
2. Answer questions about themselves.
3. Tell what they see in a picture.
4. Tell what happened yesterday or during a recent holiday period.
5. Answer questions on various topics.
6. Answer questions based on a passage that has been read.
7. Discuss a passage or an article that has been read.

To test reading comprehension, the pupil may be asked to:

1. Select the unrelated word from among a group of words.
2. Select the synonym of a given word from among four words.
3. Select the antonym of a given word from among 4 words.
4. Complete a sentence with a word selected from a group of words; e.g. The dog moos, barks, crows, flies.
5. Read a passage and answer questions about it with the book open.
6. Read a passage and answer questions about it without referring to the passage. Reading samples can come from texts, manuals, newspapers, magazines, or technical books. The vocabulary covers a wide range, and the structure is relatively complex.

In tests of writing ability the pupils may be asked to:

1. Write the names of 10 or more objects, which the teacher dictates.
2. Write a short sentence about each of 10 objects in the classroom.
3. Write answers to questions about themselves.
4. Write answers to questions on a picture, a passage, or an article.
5. Take a dictation.

6. Write a short connected passage on a topic with which which they should have some familiarity. Using a proper choice of vocabulary and correct usage of grammatical structure are important here.

PREPARING YOUR STUDENTS FOR TEST-TAKING

If your students are taking an oral test, preparation is not of great concern. Before they take written tests, however, many of them will need to learn some things about test-taking the American way.

Many foreign students learned by rote, and their test-taking was simply giving back material to the instructor verbatim, the way it was presented in class. These students have never been exposed to multiple choice, coloring dots with a #2 pencil, matching, true/false, or fill in the blank. The American way of testing and test-taking is culturally unique to the U.S. A good resource book that teaches American test-taking is How to Take Standardized Tests, published by ELS Publications/Prentice Hall.

WHICH PLACEMENT TESTS ARE MOST APPROPRIATE FOR MY ADULT EDL STUDENT?

The tests listed and described below are especially appropriate for student with little educational background and low levels of ability in English.

Test	Description	Administration
The John Test, LINC Publications	Assesses oral English proficiency. Student is rated on accuracy of information, syntactic structure, fluency, pronunciation. Asks 11 questions about a set of pictures. Student is asked to respond to questions about the accompanying pictures, then retell the complete story, and finally make questions out of statements.	Individual interview. Picture cards, score sheets, instruction sheet Time 5-15 min.

Test	Description	Administration
The HELP Test, Alemany Press	Tests adult learners who have minimal or no oral English skills, and who fall into one of the following categories: 1) no reading skills in any language, 2) minimal reading and writing skills in their native language (less than 4 years of school), 3) non-Roman alphabet background.	Individual interview. Score sheets, picture cards, alphabet chips, telephone. Time: 30 min.
The BEST Test, Center for Applied Linguistics	Tests elementary listening comprehension, speaking, reading, and writing of basic functional skills. 2 parts: 1) oral/aural, 2) reading/writing	oral/aural: individual, 20 min. reading/writing: entire class, 45 min. score sheets, set of pictures, literacy booklet
Bilingual Vocational Oral Proficiency Test, Melton, Pennsylvania	Tests listening and speaking skills, using both vocabulary and language structures from day-to-day English. 4 parts: 1) answering questions, 2) describing pictures, 3) elicited imitation, 4) following directions. Test results indicate if student is a low, medium, or high level speaker of English.	individual 20-30 min. picture set, score sheets, cups and saucers
The Delta Oral Proficiency Test, Delta Systems	Placement test. Student answers questions about a series of pictures. Test results will place student in a beginning, intermediate, or advanced ESL class, or more advanced instruction, such as an ABE class.	Individual 5 minutes picture booklet, score sheets

In adult education a combination of tests can effectively measure your students' English language ability. For example, the Delta and

the literacy section of the BEST work well together. Particularly good features of the Delta are its ease in administration and scoring, plus the placement into either an ESL class or an ABE one. The BEST's Literacy section complements the Adult Performance Level skills around which most competency-based Adult Basic Education programs are built. For students with higher levels of English proficiency, the Michigan and the Test of English as a Foreign Language (TOEFL) may be used.

WHAT ABOUT PROGRESS TESTS?

Progress testing given during an ESL course can meet individual needs of students in addition to satisfying program administrators who want to see where the program is going. Both students and instructors need feedback to measure a student's competence. In the 1980's competency based instruction, suggested by Adult Performance Levels (APL), has led to task-oriented tests as performance indicators.*

Since progress tests must measure what the student has learned, their content is based on the curriculum.

Informal Progress Tests

Teachers can encourage students to assess their own language growth by giving lists of questions which students answer about their own language abilities. For beginning students these lists

*An excellent resource manual which addresses the APL competencies, Tasks, Field Trips, and Speakers, has been developed by the Palm Beach County Adult ESL Program.

can be translated in the student's language. Given when students enter a course of instruction, and again when the course is completed, the student self-diagnostic survey usually reflects language growth and can also show where each student feels more work is needed.

Teachers can provide self-check folders for specialized vocabulary, listening comprehension, grammar exercises, and reading comprehension questions. A cloze test is a simple way to measure reading comprehension. Prescription sheets in a language laboratory also let the student check his or her own answers.

Developing More Formal Progress Tests

Often specific tests which are commercially available are not satisfactory for use as progress tests. There are too many variables in local situations, such as reasons for testing, the variety of skill areas to test, and curricular emphases and sequence. Consequently, it is usually preferable to adapt an existing test or develop a new one based on local program goals and materials.

To prepare a progress test to measure curriculum content, consider the following steps:

1. Identify the skill areas taught--listening, speaking, reading, and writing.
2. Identify the vocabulary, structures, situations, and functions taught and learned.
3. Develop test items which represent the skill areas (#1) and the language items (#2).
4. Check to make sure that the test items correspond with the levels of the curriculum.

A review checklist for ESL tests which you may want to apply to any locally-constructed tests can be found in an article entitled "Second Language Testing" by Andrew Cohen (pages 343-344 in Teaching English as a Second or Foreign Language by Marianne Celce-Murcia and Lois McIntosh).

Whatever method of progress testing is used, the results will help instructors and administrators group and regroup classes throughout the year or course, identifying areas of progress and weakness. In addition, the progress tests provide an incentive for the students. They are a concrete means of indicating progress along the road to English language mastery.

PREPARING LESSON PLANS

Anne Mock

Christopher Columbus' fairy godmother was working overtime when he discovered America. Consider the facts:

-He didn't know where he was going.
-When he got there, he didn't know where he was.
-When he got back, he wasn't sure where he had been.

He made his whole trip on borrowed money, and it made him famous. Now that's lucky!

Luck is bound to happen along once in a while, but if you want your ESL students to make important discoveries every day they are in your class, lesson plans are a must (Besides, supervisors have a fairly persistent habit of requiring them). Lesson plans are really the final stage of lesson preparation. Before you create them you already know where your students are (assessment), where they need to be (goals), and what part of that progress you plan to attain in the class session (lesson objectives or competencies). The lesson plan simply details how you are going to accomplish those objectives. This section provides a detailed guide for developing good, complete lesson plans.

WHY ARE LESSON PLANS IMPORTANT?

Lesson plans are important in any teaching activity, but they are especially critical in ESL classes for several reasons.

Need for Controlled Language

In an ESL class language must be controlled carefully by the teacher in order to be understood and then used by the students. Language is limited to that which is essential to achieving an objective or a competency. To the teacher, this means deciding beforehand on the specific linguistic purpose of the

class as well as how to achieve that purpose most efficiently.

The Three P's of Second Language Teaching

To be most effective, an ESL lesson should include three stages: first, the presentation of new material by the teacher; second, practice by the students under teacher direction, and, third, the production or use of the new language by each student in a summarizing, creative or spontaneous situation. In too many cases, teaching stops at the presentation stage and very often the teacher neglects to go beyond the practice stage. Rarely is time given to the real production of language in the typical classroom. Making a lesson plan serves to emphasize the three stages and guarantees that the classroom activities will follow this sequence. These stages are discussed in detail in the next section of this article.

Special Student Needs

Perhaps the most vital reason for planning the ESL lesson is to meet as directly as possible the urgent needs of the ESL student. Lesson plans should reflect recognized needs, not only the pages of an assigned text.

TWO PHASES OF LESSON PLANNING

Although the lesson plan is usually considered to be the strategies used in the classroom, these strategies depend upon several important decisions which must be made before the actual activities can be planned. What will be the content of the lssson? What is the lesson about? Therefore, ESL lesson preparation has two phases. The first phase deals with the content

of the lesson. From a known need (the students need to know how to buy a car), the teacher will decide what language elements should be included in the lesson--the vocabulary, grammatical structures, and language skills. The second phase deals with the "how" of the lesson --the activities to be used to achieve communicative competence in the selected content area. Let's take a closer look at these phases.

The Content of the Lesson

There are five choices the ESL teacher must make before planning the classroom activities. As familiarity with the selection process grows, the decisions will come easily and quickly. The teacher must select:

First - a TOPIC of interest and use to the students; for example, "tools used on the job."

Second - a COMPETENCY involving the topic, "tools"; for example, how to locate them, understand their use, or report their condition.

Third - the LANGUAGE SKILLS of listening, speaking, reading, and writing that are needed to achieve the competency.

Fourth - the VOCABULARY and STRUCTURES essential to the competency.

Fifth - the materials (such as books, visuals and actual objects), necessary to teach the competency effectively. These may be teacher-made, published, or adaptations of consumer materials, such as catalogues.

This selection establishes the groundwork for the lesson to be conducted in the three stages of presentation, practice, and production. Lesson Plan A is a format which places great importance on the selection of content, the first phase of lesson planning.

around the three stages of second language teaching. It emphasizes the "how" of the lesson, delineating clearly the activities included in each of the three stages.

Lesson Plans A and B represent the two sequential stages in the process of planning an ESL lesson. The experienced teacher will probably not need to put both stages down in writing. Once the WHAT of the lesson is clear in the teacher's mind, she can move immediately to Lesson Plan B and develop the activities for teaching the competency. Lesson Plan A would be more appropriate in the case of a teacher who feels the sequence of activities or the HOW is by now almost automatic but wants to be reminded to control the vocabulary and structure of the lesson.

It is simply a matter of emphasis. A teacher can choose between the need to state clearly the WHAT or the HOW of the lesson. A beginning teacher would do well to put both stages of the process in writing.

LESSON PLAN A

TOPIC	COMPETENCY	*LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
		* Listening, Reading Writing Speaking				

LESSON PLAN B

1. COMPETENCY OR OBJECTIVE:

2. LANGUAGE SKILLS:

3. ACTIVITIES:

   A. PRESENTATION

WHAT (Vocabulary & Structure)	HOW

   B. PRACTICE

WHAT	HOW

   C. PRODUCTION

WHAT	HOW

SAMPLE LESSON PLAN A

TOPIC	COMPETENCY	LANGUAGE SKILLS	VOCABULARY	STRUCTURES	MATERIALS	ACTIVITIES
Tools	Identify tools by name	Listening and Speaking	Hammer Saw Pliers Screw driver Lathe, etc. get take give where	It's a _____ They're _____ Where is the _____ Verb to be Commands Singular vs. plural	Catalogue of tools Real tools Oxford Picture Dictionary	T. presents tools T. states It's a _____ T. asks Where is _____ Students respond. T. gives commands Students respond.

SAMPLE LESSON PLAN B

1. COMPETENCY OR OBJECTIVE: Identify tools by name.

2. LANGUAGE SKILLS: Listening and Speaking

3. ACTIVITIES:

A. PRESENTATION

WHAT (Vocabulary & Structure)	HOW
1. It's a hammer (saw, etc.) They're pliers (saws, etc.)	Use realia: 1. Teacher presents tools.
2. Where is (are) _____?	2. Teacher asks questions and responds.
3. Get (take, give) _____ from (to) _____.	3. Teacher gives commands and responds.
	4. Teacher asks questions and students respond.
	5. Teacher gives commands and students respond.

B. PRACTICE

WHAT	HOW
1. It's a _____. They're _____.	1. Student points out tool as teacher speaks (statement and question).
2. Where is (are) _____?	2. Students ask questions of students
3. Get (take, give) _____ from (to) _____.	3. Students follow simple and complex commands.

C. PRODUCTION

WHAT	HOW
1. It's _____. They're _____.	1. Teacher gives complete commands to each student.
2. Where is (are) _____.	2. Students respond individually.
3. Get (take, give) the _____ from _____ (to) _____.	3. Students give each other the commands.

TEACHING THE MULTILEVEL CLASS

Faye Van Arsdall

Every teacher knows intuitively that there really is no such thing as a homogeneous class. No two individuals learn in the same way. Teachers of adults are perhaps more keenly aware of these differences in learners and learning styles because of the obvious diversity which exists in the ages of their students, the degrees of literacy skills and educational backgrounds, and the wide range of life experiences represented in the adult classroom.

Adult ESL teachers face an even greater challenge in meeting the individual needs of their students, for they often must deal not only with students from various cultural and ethnic backgrounds, but with students who speak different languages entirely. Furthermore, it is not at all unusual to find, in the same ESL classroom, students with a very wide range of English proficiency. Even in situations where students are carefully tested and placed into homogeneous levels, some students may be quite proficient at speaking, for example, yet weak in reading or writing skills.

Another factor which contributes greatly to the multilevel challenge is the open-entry, open-exit system. With students entering the class at any time during the term, new students who test out at a particular level are likely to find themselves far below the actual level of the other students, even when they enter

the class after only a few days. And so, every language class is, indeed, a multilevel one, and every good teacher is always trying to meet the needs of each individual student. One way to meet these diverse needs is through individualized instruction.

WHAT EXACTLY IS INDIVIDUALIZED INSTRUCTION?

Perhaps it is easier to define what individualization is not. Individualized instruction is not isolating people. It is not putting students into separate groups all of the time. The nature of language learning necessitates interaction. The very essence of it involves communication - speaking, doing, moving, acting, and interacting with other human beings. Books, machines, handouts, and learning activity packets can all be vehicles for this communication, but all the fancy equipment that money can buy will not individualize a program.

Individualized learning might be a more appropriate term than individualized instruction, for in reality a teacher cannot truly teach anything. A teacher can only be a channel through which individuals may learn. Richard Bach, in his beautiful book, Illusions, put it this way:

> Learning is finding out what you already know. Doing is demonstrating that you know it. Teaching is reminding others that they know just as well as you. You are all learners, doers, teachers.

ESTABLISHING THE RIGHT ENVIRONMENT

A successful and respected ESL teacher once offered this advice: "If you are really good at baking cakes, you would be

better off baking cakes in the ESL classroom. At least, then, you would be creating a good atmosphere and bringing joy to the learning situation." There is much joy to be found in both teaching and learning. When the routine and the hard work begin to overshadow that joy, it is time to go back to the beginning and find the love that led to the decision to become a teacher in the first place.

Every ESL teacher should, from time to time, try to picture herself in a situation surrounded by people with whom it is impossible to communicate in her own language and culture. Through vivid vidualization of such a scene, the teacher would realize how quickly one might come to the verge of tears and would be able to place herself in the frustrating situation in which her students find themselves on a daily basis. Seeing the situation from the students' perspective would clearly demonstrate the importance of a comfortable, non-threatening classroom atmosphere.

In many situations there may not be a common verbal language to help establish this atmosphere. Therefore, dozens of non-verbal "fuzzies" are imperative. Warmth, comfort, ease, even a playful tone, can do much to overcome the natural fears and frustrations inherent in the second language classroom. Learning can and should be fun! And the environment can be playful and, at the same time, seriously task-oriented.

Every ESL teacher should, from time to time, try to picture herself in a situation surrounded by people with whom it is impossible to communicate in her own language and culture.

The most important factor in establishing this playful, non-threatening, learning-centered environment is the teacher herself. When a teacher feels threatened, whether by lack of training or experience, or lack of organizational skills, or too-large numbers of students, or wide ranges in proficiency levels, or any of the other vast problems which plague this field, then the student, too, will feel the threat. When the teacher can forget the problems and just focus on the excitement of the many different talents available in her classroom, the varied and beautiful and unique individuals, then she can begin to teach, to open up her own individual talents and allow true learning to take place.

Perhaps teachers should have homework, too. It might be a good idea, as a daily assignment, to spend a few minutes affirming a statement such as this: "I refuse to be threatened by what I do not know. My talents are special and unique to me. I will focus today on those special talents and will not concern myself with any seeming lack or negativity."

UTILIZING RESOURCES

Successful individualization does not necessarily require genius-level organizational skills nor facility with using machines and equipment. What it does require is becoming aware of and using all the resources at hand--and that includes not only the adult center and all its personnel, but also, and especially, the students.

Even a teacher's weakness can, in fact, become an asset to the program when recognized and utilized. A teacher who, for

example, is threatened by operating a movie projector, will probably find a student who just loves to operate projectors; or surely, there would be two or three students in the class willing to learn how. Could there be a better task-oriented activity than to give these students the assignment of going to the library to learn from the media specialist how to operate a piece of equipment, then coming back to the classroom to demonstrate what they have learned? Or what better reading exercise could there be than to provide the instruction booklet and have a small group of students figure it out?

Students can help with the organization of the individualized classroom and learn valuable skills at the same time. Small groups or pairs may volunteer to take attendance and keep other routine paperwork up-to-date by acting as class secretaries. Others may contribute to setting up learning centers by collecting pictures to illustrate a list of vocabulary words or specific situations recently encountered in an assigned reading. Students may also learn while helping through making flash cards, creating their own games and activities, dictating spelling words or simple sentences to each other, or even typing hand-outs or transcribing tapes of dialogues that the class has created.

Students can help with the organization of the individualized classroom and learn valuable skills at the same time.

In many very successful individualized situations students also teach each other. It has been found that students often

learn better from a peer than from someone in the position of teacher. A student who has recently mastered a particular assignment is often the perfect person to explain it in the most effective way to a new learner, and through the teaching of it to someone else, the tutor will gain reinforcement of the lesson, thereby ensuring a learning situation for both tutor and new student alike.

PAIRING AND GROUPING

It is important to be reminded again that individualization does not imply isolation. Certainly grouping, pairing, and working alone are vital practices in the individualized situation, but if one accepts the natural fear and isolation that a second language learner experiences, then the larger question should be how to establish rapport and cooperation. The creative teacher will recognize immediately the difficulty in planning for a cohesive lesson where each student feels a part of the larger group, while at the same time, each individual experiences his own worth and meets his own needs as a person apart from the group.

Variety in forming groups and pairs is one answer. One day a teacher may begin the class with a large group activity, gradually breaking the group into smaller and smaller units as the lesson progresses. The following day she may decide to begin the class with very small groups or pairs in preparation for a later large group discussion or activity. On other days or during

set times each day, she may choose to assign specific small group projects where the groupings would remain fixed for the duration of the projects.

It is important, in order to keep independent groups on task, to give very clear directions and very specific objectives.

Varying the ways in which the large group is divided will offer opportunities for bringing out the individual potential of each student, and if carefully planned, will help to establish a feeling of harmony within the larger group. The following suggestions are offered as a starting place to illustrate some of the different possibilities.

1. Similar skill abilities: More fluent students, for example, may be given a specific discussion activity while the teacher works with the less verbal students; or while the beginners are completing a basic writing assignment, the teacher can work on advanced writing skills with the more proficient writers.

   It is important, in order to keep independent groups on task, to give very clear directions and very specific objectives. For example, instead of asking a discussion group to simply talk about the topic "problems of older citizens," a teacher might create a situation similar to the example below and explain that each small group must agree on one single solution to the problem.

SITUATION: Jean Williams is a widow. Her husband died three years ago, and for the first time in her life she had to go to work to support her two children. She works the late shift from four to midnight in a restaurant. Her daughter, Jana, is fifteen and will graduate from high school in two years. Her son, Louis, has just started his first year at the junior college. He has a part-time job, but still lives at home. Six months ago, Jean's mother, who is seventy-three and also a widow, moved into their small apartment. Her behavior has become a problem for the whole family. In many ways she is like a child, and she needs a lot of care and attention. Jana and Louis have tried to be kind and patient, but the problem has just become too difficult for them. Last week they told their mother that if their grandmother had to live with them they were both going to leave home.

PROBLEM: You are Jean Williams. What are you going to do?

Controversial, problem-type situations dealing with such topics as age, divorce, abortion, male/female roles, and child abuse generally ensure a very lively discussion even without the teacher's presence to stimulate the group. Although creating these situations can be half the fun and can, indeed, become an effective project for more advanced students, several excellent resources for this type of discussion are available. Some of the best are React/Interact (Regents), Can't Stop Talking, and the Non-Stop Discussion Workbook (both from Newbury).

2. Different skill Abilities. As mentioned earlier, students often learn better from peers than from a teacher. An advanced student can tutor individuals or small groups. For example, a student who has mastered the past tense could explain and practice it with a small group of beginners. This type of grouping or pairing can be very useful in

dealing with new arrivals to the class or students who have been absent. Care should be taken, however, not to place the same students into the role of tutor all the time. Even very beginning students may be assigned to introduce a new classmate and help familiarize him with the routine, or a beginner who has mastered a particular point could tutor another beginner who might need further practice.

3. Similar interests. No matter their ability levels, students who have something in common usually have much to communicate to each other. Meeting and talking to others with similar interests can often establish bonds between students which help to unify the larger group and create a helping, sharing, learning atmosphere. Friendships may also develop which go beyond the classroom to ease the cultural shock and the adjustment to the new community. As an example, students who plan to enter an American university could be asked to do a group project, or those who live with an American family could get together to discuss the problems and benefits. Women with small children might be placed together to work on activities related to child care. Persons who hope to work in similar jobs could work on vocabulary and structure related to that job. The possibilities are unlimited.

4. Random groupings. Sometimes grouping students completely

at random can be fun, interesting, and very effective. Amazing, unexpected results frequently happen! Randomly grouping students affords an excellent way for students to get to know each other and also provides a way to group students of different ability levels without labeling or focusing on the tutor/tutee roles, as they will emerge naturally. By using a variety of methods to form random groupings, a teacher will heighten the interest level and add "pizzaz" to the activity. A few suggestions follow as a springboard for other ideas.

a. Have the large group count off, for example, from one to six. All the ones will then be together, the twos, and so on.

b. Place pieces of construction paper, in as many different colors as there will be groups, in a hat. Ask students to choose their favorite color. The students will then group themselves by color.

c. From a mail-order catalog or the Sunday advertising supplements to the newspaper, cut items from different sections or departments of a store. Pass out one picture to each student, and then ask them to group themselves according to specified categories such as housewares, lawn and garden, or hardware.

d. Observe what students are wearing on a particular day and group them accordingly. For example, everyone wearing jeans will form one group, skirts another,

dresses or shorts or pants another.

e. Sometimes a teacher might simply ask students to form groups of four or five, allowing them to group themselves. She could also list four or five different activities which have been planned for a certain time period and invite students to choose the activity they prefer.

5. Pairing. At times it will be appropriate for students to work in pairs rather than in groups. The whole class can be paired off or a part of the class could work in pairs while the teacher spends time with a particular group. Certain activities are better suited to pairs than to groups. The following pronunciation exercise is an example of this type of activity:

Prepare lists of minimal pairs on index cards as shown below. Make some of the words the same and some of them different.

1. it	1. eat
2. ship	2. ship
3. sheep	3. ship
4. leap	4. leap
5. leap	5. lip

Divide the class (or part of the class) into pairs. Give one set of cards to each pair of students. Student A pronounces the words on his card while Student B listens carefully and reads the word on his card. If the word is the same as the word on his card, Student B will write "S". If the word is not the same, he will write "D" for different.

When the list is complete, the two students compare their cards and check the answers. When everyone has finished the first set, the cards are passed on to another pair of students where the reader now becomes the writer and the student who

wrote before now becomes the person to pronounce. The activity continues in this fashion, alternating between reader and writer and passing on the cards so that each pair has a different set of cards to practice.

Students of similar or different ability levels may be paired in much the same way as suggested for forming groups. Choosing the way students will be paired, however, may be more important since one student in a pair may tend to dominate. Variety is, again, the key!

RESOURCE LABS AND LEARNING CENTERS

Developing learning centers where students may choose among different activities is a popular and effective method of meeting the multilevel challenge. One section of the classroom may be set up, for example, as a listening/pronunciation center where students can work with the Language Master and tape recorders. Special tables or sections of the room may be organized for grammar, reading, or writing. There could be an area where games, commercial as well as teacher-made or student-made, are stored and played. A conversation center could be organized with a box of suggested topics and speaking activities provided to choose from.

Organizing and developing materials for the learning centers cannot be done overnight. However, with a plan in mind, a few cardboard boxes, and some file folders, materials and exercises can be collected in an amazingly short period of time. Keep in mind student goals when gathering and developing the materials. Many activities can revolve around basic survival skills and vocabulary; others can focus on the types of jobs the students hold

or hope to hold. With a simple plan as to what types of centers are needed and where they will be located, commercial materials already on hand can be categorized and set up as a beginning. As new activities are developed, they can be added to the proper center. Keeping in mind that these activities will be used over and over again, a teacher may want to protect some items by covering them with clear plastic. It is also a good idea to label or code papers in some way to make filing easy and to prepare answer sheets so that the exercises will be self-correcting.

Keep in mind student goals when gathering and developing materials.

Students themselves may enjoy preparing exercises, activities, or games for the learning centers. Keep on hand a box of supplies such as construction paper, glue, index cards, magic markers, catalogs, and magazines. Plan projects for the students to complete which can be added to the centers. The following are suggested activities which students might develop.

1. Flash cards. Provide a list of words and ask students to find pictures illustrating each. On one side of the card the vocabulary words should be written with the pictures glued to the other side. The flash cards may then be placed in the reading center and used for sight word practice.
2. "Dictionaries." Suggest general categories, such as fruits, vegetables, clothing, animals, etc. Ask students to make booklet dictionaries by finding or drawing pictures of items

in their assigned category, writing the words and their definitions, and perhaps giving two or three sentences using the words. The dictionaries can then be placed in a vocabulary learning center for future use.

3. Matching activities. For the reading lab, students could prepare a set of index cards with, for example, ten words written in blue on one set of cards and their opposites written in red on another set. An answer card could also be included so that students could check their answers after matching up the cards. Other matching exercises could include such things as words with pictures, words with their definitions, time words with verb tenses, and sentence beginnings with sentence endings.

4. Listening exercises. Advanced students may enjoy listening to a tape of a song, a poem, or a reading and transcribing the words. Once they get all the words down on paper and the teacher has checked them for accuracy, every fifth to seventh word could be replaced by a blank. Then the transcription could be photocopied and put into the listening station. Less advanced students could then listen to the same tape and fill in the missing words in the transcription.

5. Sequencing. All sorts of excellent sequencing activities can be developed by the students. Cartoons, for example, can be cut out and glued to index cards with the proper sequence numbered on back. Sentences can be written with each word on a separate index card, shuffled, and put into

envelopes for future students to unscramble. Even short reading selections can be cut up by paragraphs and glued to large index cards for later practice in sequencing.

Although these learning centers provide a convenient and effective way to personalize learning by allowing students to work at their own pace and at their particular skill level, it is important to remember that they are not the end-all to individualizing an ESL classroom. They must be thought of as simply one resource among many others to choose from. If over-used, the learning centers will lose their effectiveness.

A FINAL WORD

Variety may be the single most important factor in a multilevel classroom. By varying the types of exercises and activities, as well as the ways in which students are grouped, interest and motivation will be heightened, different learning styles will be provided for, and students will have the opportunities necessary to get to know and help each other, thereby creating a friendly, non-threatening, supportive environment.

Some of the suggestions listed here may be of use to you, but you and your students are your best resources. Find out what their needs are; develop your own individual teaching style. There is room for a great deal of freedom and flexibility in a multilevel situation, and when viewed in this light, the multilevel class can become as much of an opportunity as it is a challenge.

Additional Resource: Teaching ESL in a Multilevel Classroom, CAL Refugee Education Guide. Adult Education Series #3. Available from the Center for Applied Linguistics, 3520 Prospect Street N.W., Washington, D.C. 20007.

APPENDICES

Appendix A

ESL Drills

If you have never before taught students a language which is not their native language, you may need more information about drilling techniques. If students are to learn to speak well, they need to speak. The main aim in conducting drills is to have students practice with a minimum of teacher talk.

To begin a drill, model the pattern first; then signal students to use the pattern. Example: "Hello. My name is _____." If the drill involves more than one part, such as a question and response, model all of the parts. Drill should be fast-paced and relatively brief.

There are three major categories of drills: mechanical, meaningful, and communicative. The chart on the next page describes them in terms of outcome, degree of control, learning process, criteria for selecting response, and method of drilling.

For additional information on developing and conducting drills, see the following references:

Bratt-Paulston, Christina. Teaching English as a Second Language: Techniques and Procedures. Boston: Little-Brown, 1976. A comprehensive coverage of drills and drilling techniques.

Center for Applied Linguistics. How to Teach English as a Second Language: A Guide for Volunteers, Tutors, and Teachers. Washington, D.C.: CAL. This 75-min. cassette tape explains ESL drilling techniques for both grammar and pronunciation. It is specifically designed for the inexperienced ESL tutor or teacher working with non-English-speaking students.

Clark, Raymond C. Language Teaching Techniques. Resource Handbook Number 1. Brattleboro, VT: Pro Lingua Associates, 1980. Half of the book is devoted to a wide variety of drills with instructions for their use.

TYPES OF DRILLS*

	Mechanical Drills	Meaningful Drills	Communicative Drills
Expected Terminal Behavior (Outcome)	Automatic repetition and use of language; formation of habits here.	Automatic use of patterns, but still working on habit formation.	Normal speech for communication; free transfer of patterns to appropriate situations (airplane example).
Degree of Control	Teacher completely controls the response; only one correct answer.	Teacher has some control, but there are several right answers.	Student has control. Answer can't be anticipated; teacher controls patterns, not lexical items.
Learning Process Involved	Analogy, especially between native and new language.	ANALOGY & ANALYSIS, which involves trial and error.	Problem solving - ANALYSIS
Criteria for Selecting Response	Teacher selects response.	Response determined by the teacher, a situation, or readings; knowledge is common to class.	Student himself provides new information about the real world.
How Conducted	Drill chorally.	Individually	Individually

*From "Sequencing of Structural Pattern Drills" by Christina Bratt-Paulston; p. 156 in Croft, Kenneth, Readings on English as a Second Language. Boston: Little-Brown, 1972.

Appendix B

Checklist for American Culture

This checklist, developed at Columbia University, will help you to identify the wide range of areas in which your students may need cultural information.

For additional information on helping your students understand our culture, see Teaching Culture by H. Ned Seelye. To obtain information which will help you to better understand your students' cultural backgrounds, contact the Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, D.C. 20007. Telephone: (202) ~~298-~~9292.

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A CHECKLIST FOR AMERICAN CULTURE

TEACHERS COLLEGE - COLUMBIA UNIVERSITY
DEPARTMENT OF LANGUAGES AND LITERATURE

I. General patterns in American culture

A. Developing maximum potentialities of the individual

1. Acquiring pecuniary power
2. Climbing the ladder of success
3. Seeking adventure
4. Taking the initiative
5. Competing with others
6. Protecting individual rights

B. Equalizing opportunities for all

1. Conforming with the group
2. Seeking social equality
3. Forcing economic equality
4. Using political equality
5. Practicing philanthropy
6. Cooperating with the group

II. Man and Nature

A. Food

1. Farming
2. Processing
3. Marketing
4. Eating
   a. How many meals
   b. At what times
   c. What is eaten
   d. What is drunk
   e. Seating at meals
   f. Practices with servants
   g. Practices without servants
   h. Spoken formulas at meals
   i. Use of eating utensils

B. Shelter

1. Dwellings
   a. Uses of various parts
   b. Furnishings for each
   c. Plumbing and heating
   d. Conventions of cleanliness
2. Non-residential buildings

II. C. Clothing

1. Men's clothing
2. Women's clothing
3. Urban and rural clothing
4. Formal and informal clothing

D. Transportation

1. Vehicles for transportation
   a. Cars and taxis
   b. Subways, streetcars, busses
   c. Railroads
   d. Airplanes
   e. Ships
2. Volume of traffic
3. Frequency of travel

E. Technology

1. Use of mechanical inventions
2. Use of scientific processes

F. Man and Animals

1. Useful animals
2. Pets
3. Treatment of animals

G. Climate

1. Avoiding extremes
2. Preserving food

III. Man and man

A. Social structure

1. Family groups
   a. Family organization
      i. Size and relationships
      ii. Marriage, divorce, remarriage
      iii. Line of descent
   b. Parents
      i. Husband-wife relations
      ii. Extra-marital relations
      iii. Parents-children relations

A Checklist for American Culture

III. A.1.c Children
- i. Relations to adult world
- ii. Formulas of address
- iii. Relation to other children
- iv. Forms and spirit of play
- v. Attention given to physical skills
- vi. School of experience
- vii. Stories for children
- viii. Songs for children

d. Adolescents
- i. Time of stress and revolt

e. Sex difference and relations
- i. Differences in childhood training
- ii. Adolescent social relations
- iii. Conventions of modesty
- iv. Areas of supervision and freedom
- v. Courtship and marriage
- vi. Areas of dominanee of each sex

f. The aged
- i. Care for the aged in
- ii. The aged institutions
- iii. The aged who live alone

2. Social groups

a. Class levels
- i. Owners
- ii. Managers
- iii. Laborers
- iv. Professional groups
- v. Groups outside the social structure
- vi. Consciousness of class levels
- vii. Language of various class levels

b. Race and nationality groups
- i. Social position of cultural groups
- ii. Intercultural relations

c. Religion
- i. Protestants, Catholics, Jews
- ii. Church attendance
- iii. Baptism, marriage, burial

III. A.2.c. Religion (con'd)
- iv. Holidays and festivals
- v. Intergroup relations
- vi. Superstition

d. Societies and associations
- i. Business men's club
- ii. Fraternal orders
- iii. Veterans' groups
- iv. Women's clubs
- v. Informal associations

3. Community units
- a. Scattered farm community
- b. Small towns
- c. Surburban towns
- d. Cities
- e. Metropolitan centers

4. Leisure time activities

a. Motor activities
- i. Enjoying the out-of-doors
- ii. Participating in sports
- iii. Practicing handicraft and skills
- iv. Dancing and playing social games

b. Sensory activities
- i. Watching sports events
- ii. Attending plays and movies
- iii. Attending opera and concerts
- iv. Listening to the radio

c. Intellectual activities
- i. Reading
- ii. Doing club work
- iii. Playing cards

5. Language formulas and gestures
- a. Clerks in stores and customers
- b. Family and servants
- c. Casual meeting
- d. Informal parties
- e. Formal receptions
- f. Greetings and leave takings
- g. Shaking hands
  - i. how frequently
  - ii. who extends hand first
- h. Introductions
- i. Differences of ceremoniousness in different social groups

Checklist for American Culture

B. Economic structure
   1. Schemes of ownership
      a. Means of acquisition
      b. Personal, not family, holdings
   2. Economic exchange
      a. Position of trade
      b. Position of business leaders
   3. Employment
      a. Types of work
         i. Work for adolescents
      b. Preparation for work
      c. Areas of choice and compulsion
      d. Amount of pay and security
         i. Workers' attitude toward pay
         ii. Their attitude toward advancement

C. Political structure
   1. Democracy
      a. Responsibility for government
         i. Elections
      b. Freedom and personal security
      c. Police
   2. Political parties
      a. Position of liberals, radicals
      b. Political morals
   3. International affairs
      a. Relations with world groups
      b. War

D. Educational system
   1. Primary schools
      a. Teachers (sex, age, training)
      b. Boys and girls study together
      c. Subjects studied

III. D. 2. Secondary schools
      a. Teachers
      b. Coeducation
      c. Subjects studied
      d. Social life at school
   3. Higher education
      a. College studies
      b. Campus life
   4. Newspapers and magazines
   5. Radio
   6. Adult education

IV. Values in the culture
   A. Social values
      1. Sanctity of the individual
      2. Leveling and cooperation
   B. Emotional tone
      1. Attitude toward showing emotion
      2. Times of showing emotion
   C. Religious tone
      1. Importance in daily life

   D. Ethical values
      1. Ideas of right and wrong
      2. Attitude toward obeying laws
      3. Attitude toward war, homicide, suicide

   E. Areas of taboo
      1. Areas of silence
      2. Attitude toward profanity

   F. Esthetic values
      1. Public taste in art
      2. Attitude toward artists

Appendix C

Lively, Effective ESL Activities

LIVELY, EFFECTIVE ESL ACTIVITIES: AN ANNOTATED BIBLIOGRAPHY

compiled by

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A cook who is skillful in the use of spices can create a delightful meal instead of a merely satisfactory one. Good supplementary materials and activities are the spice that makes your classroom special.

The lively activities for ESL are many and varied, but most of them fall into six categories: drama and role play, use of music, kinesthetic activities, games, experiential activities, and discussion-promoters. These activities have many benefits. They:

1. Provide a change of pace, a break in the routine.
2. Can help students to relax.
3. Can inject humor into the classroom, and humor has other virtues besides being enjoyable. Research shows that points illustrated with humor have a much higher retention rate.
4. Provide valuable practice in, review of, and expansion of language skills.
5. Help to create comfortable climate for learning. They not only foster a warm student-teacher relationship, but also build group cohesiveness.
6. Allow for presentations appropriate to a variety of learning styles or orientations (visual, aural, kinesthetic, right-brained, left-brained).
7. Put the student in the spotlight, not the teacher.

While these activities can be fun and enhance learning, remember that they can also be unpleasant experiences if your students

are not ready for them. Be sure you prepare them with:

1. vocabulary,
2. grammar structures,
3. cultural knowledge, and
4. pronunciation (if necessary).

Remember: They need success!

It is also important to consider carefully the use of competitive activities and your classes' reactions to them. Because of the variety of levels in almost any ESL class, cooperative activities are usually a better choice.

The following listings reflect good materials currently available from publishers. There are many other activities which you and your students can develop, but that's another article. These books will tickle your fancy. Enjoy them!

• Adams, Tom and Kuder, Susan. Attitudes Through Idioms. Rowley, MA: Newbury House Publishers, Inc., 1984. Pe1128.A299

Includes well-planned activities based on 200 common and current American idioms organized around attitudes toward 24 culture-related characteristics (such as privacy, honesty, humility). The communication section in each unit provides open-ended questions designed to promote discussion of the target characteristic.

Level: intermediate to advanced.

• Blair, Robert W. Innovative Approaches to Language Teaching. Rowley, MA: Newbury House Publishers, 1982.

This book does not list and outline immediately applicable classroom exercises. Rather, it is a more scholarly look at a wide variety of language approaches. The major innovative approaches are described; and, in many cases, theory and developmental information is included. A good "sampler." In order to apply the approaches, one would, of course, have to study further.

Level: The approaches described can be used for all levels.

• Burt, Marina K. and Kiparsky, Carol. The Gooficon - A Repair Manual for English. Rowley, MA: Newbury House Publishers, Inc., 1972. 78-120907

Organized according to the kinds of errors made in student speech, this book provides exercises to remediate the problems. Some innovative approaches are suggested.

Level: Can be adapted for all levels.

• Byrd, Donald R.H. and Clemente-Cabetas, Isis. React Interact: Situations for Communication. New York: Regents, 1980.

Presents 22 situations as stimulation for classroom communication. Each situation is accompanied by a picture or illustration, vocabulary, and sections on oral interaction (presenting the communication tasks), and written reaction (focusing on and reinforcing grammatical points). A brief teacher's guide is included, as well as an answer key, topic index and index of grammatical forms. Since these situations and the accompanying questions are focused on values, they are sure to inspire lively discussions.

Level: Intermediate and advanced.

• Clark, Raymond C. Language Teaching Techniques: Resource Handbook Number 1. Brattleboro, VT: Pro Lingua Associates, 1980.

In addition to providing some interesting variations on grammar drill, this book presents quite a few interesting and innovative communicative techniques, such as mini-drama and role plays. All the techniques have been assembled on the premise that language learning and teaching are most successful where the prevailing mood is light and cooperation and relaxation prevail over competition and stress.

Level: Varied.

•Crowther, Jonathan. Crosswords for Learners of English as a Foreign Language. Tokyo: Oxford University Press, 1981. (Available on 4 levels).

Crossword books available on four levels:

Introductory - limited to 500-word vocabulary.

Elementary - suitable for second-and third-year students. 250 new words plus review of those in introductory book.

Intermediate - suitable for students who have been studying English for three or four years. 300 additional vocabulary words.

Advanced - suitable for students who have studied English for four or more years. 600-word vocabulary, most of them words not used in the first three books.

Each book contains 30 puzzles which use three kinds of clues: pictures, definitions, and grammatical structures in which the missing word must be supplied. A list of all words used in the puzzles for each level is provided. The puzzles are not arranged to reflect any particular theme or focus.

•English Language Department, The School for International Training. Index Card Games for ESL. Brattleboro, Vermont: Pro Lingua Associates, 1982. PE1128.A2147

Includes six types of games you can make using index cards, such as matched pairs, sound and spell, scrambled sentences (or paragraphs), choosing categories, cocktail party (role-playing in social situations) and Who's Who? (a variation of Twenty Questions). Puspose of, preparation for, procedures, and examples of each are provided. Pictures which can be reproduced and glued on cards are included in some cases.

Level: Specific examples have been graded as suitable for elementary, intermediate, or advanced levels.

- Graham, Carolyn. The Electric Elephant. Oxford, England: Oxford University Press, 1982. PE 1128.G64

Brief anecdotes, jokes and riddles, liberally illustrated. Exercises in listening, reading comprehension, vocabulary, sentence completion, conversation, and writing are included in each chapter. Fun!

Level: Intermediate

- Graham, Carolyn. Jazz Chants. New York, N.Y.: Oxford University Press, 1978. PE1128.A2G68

Jazz chants are the rhythmic expression of standard American English as it occurs in situational contexts. They are especially helpful in working on speech rhythms, stress, and intonation, thus improving speaking and listening comprehension, but can also be used to reinforce specific grammar structures. Instructions to the teacher and a key to structures presented in each chant are provided. Graham's wit makes these a pleasure. A cassette tape of the chants is available.

- Graham, Carolyn. Turn of the Century Songbook. New York, N.Y.: Regents Publishing Co., 1982.

Basic sounds and structures of English are set to the music of familiar American melodies. Carolyn Graham's wit and charm add an extra appeal. A brief teacher's guide, a structure key, an introduction to the period, and exercises to accompany each song are included. Graphics are excellent. A cassette tape of the songs is also available.

Level: All levels.

- Griffin, Suzanne and Dennis, John. Reflections - An Intermediate Reader. Rowley, MA: Newbury House Publishers, Inc., 1979. PE1128.G68

Carefully-selected passages from the works of widely-known authors and speakers are presented with a wide range of exercises as well as discussion questions which encourage creativity, examination of attitudes and cultural aspects, and symbolism. The passages reflect topics of current interest and importance.

Level: Intermediate

- Ilyin, Donna and Thomas Tragardh (eds.). Classroom Practices in Adult ESL. Washington, D.C.: TESOL, 1978.

This rather comprehensive look at adult ESL depends on brief articles written by many ESL teachers. A wide range of ideas, techniques, and exercises are included, such as icebreakers, gimmicks for teaching composition, videotaping, and ESL games.

Level: All levels

- Jerald, Michael, and Clark, Raymond C., ed. Experiential Language Teaching Techniques. Brattleboro, Vermont: Pro Lingua Associates, 1983. PE1128.A2E94

Twenty-eight experiential activities which can be prepared for inside the classroom, conducted outside the classroom by the students, and then reported on back in class. The introduction includes guidelines for preparing the student for the experiences. Activities are arranged from low-risk to high-risk.

Level: Can be used with all levels. Beginning students should start with the low-risk activities.

- Kind, Uwe. Tune In To English. New York, N.Y.: Regents Publishing Company, Inc., 1980.

Traditional tunes from our country and many others are given new words and used to teach or review idiomatic expressions, vocabulary, structures, pronunciation, and inflection. Each song addresses a specific language function (such as introducing oneself). A brief introduction, musical score, and guitar chords, and exercises or games are provided for each song. An answer key and index to structures are at tne end of the book. Cassettes are available.

Level: All levels.

- McDonald, Marion and Rogers-Gordon, Sue. Action Plans. 80-Student Centered Language Activities. Rowley, Massachusetts, 1984. P51.M29

Eighty student-centered, active language activities developed largely at the School for International Training. Clear and easy to use. Includes index of grammatical foci suggested in each activity.

Level: Each exercise coded by level (beginners, intermediate, or advanced)

• Moskowitz, Gertrude. Caring and Sharing in the Foreign Language Class. Rowley, Massachusetts: Newbury House, 1978. P53.M66

This book provides a background on humanistic education and a wide range of humanistic exercises. Each exercise is presented through the following information: purposes (affective and linguistic), levels, group size, materials needed, procedures, and comments. Chapter four is devoted to information on writing your own humanistic exercises. Other resources include words and expressions in seven languages, and indices of language items used in exercises (parts of speech, tenses, moods, sentence forms, vocabulary).

Level: Various (indicated by author).

• Oller, Jr., John W.and Richard-Amato, Patricia, eds. Methods That Work. Rowley, MA: Newbury House Publishers, Inc., 1983. PB35.M554

Subtitled "A Smorgasbord of Ideas for Language Teachers," this substantial book contains information on a wide range of approaches to ESL such as Asher's Total Physical Response, Gattegno's Silent Way, and Curran's Counseling-Learning in addition to sections on the use of drama and role-plays, "fun and games" and program and experiment reports. A gold mine for a teacher who wants to find out what's new and how it works, although implementation of some of the approaches will require more information than is offered in these articles.

Level: All levels

• Osman, Alice H. and McConochie, Jean. If You Feel Like Singing. New York, NY. Longman Inc., 1979.

A 92-page book of American folksongs including chords and music as well as words. A cassette is also available. Introductory information and vocabulary, as well as follow-up activities are provided. In addition, there are tips for teaching the songs and an index of major grammatical points, selected pronunciation features, and a description of the purpose of the activities for each song.

Level: Can be accomodated to many levels, but most appropriate for intermediate or advanced.

- Regents/ALA Company. The CAI ESL Series. New York: 1983. Guides and Diskettes.

Currently available for use with the microcomputer are the Vocabulary Mastery and Grammar Mastery Series. These are "lively" activities because most students are thrilled to find that they can learn to use the computer so easily. An extra plus is that these exercises are quite well-designed. Good for review and reinforcement or independent study by more advanced learners. No sound hook-up now, but wait a year or two!

Level: Intermediate and advanced.

- Romo, Richard and Brinson, Boone. How to Make and Use Your Own Visual Delights. Rowley, MA: Newbury House Publishers, Inc., 1982.

Eighteen units of instructions for making visual aids that can be used to teach and practice structural patterns, language functions, and vocabulary.

Level: Can be adapted for all levels.

- Rooks, George. Can't Stop Talking. Rowley, MA: Newbury House Publishers, Inc., 1983.

This resource for stimulating student discussion allows you to present students with a stimulating problem. The problem is accompanied by a full-page picture which illustrates it, necessary vocabulary, decisions to make, and related questions for follow-up discussion. The topics are well-chosen and well-presented. An excellent resource!

Level: Advanced beginners and low intermediates are recommended by the author. Advanced students would enjoy them as well, but read on--Rooks has another book!

- Rooks, George. The Non-Stop Discussion Workbook. Rowley, MA: Newbury House Publishers, Inc., 1981.

Very similar to Can't Stop Talking, but without the follow-up questions and vocabulary sections. Great discussion-starters.

Level: Intermediate and advanced.

- Sadow, Stephen A. Idea Bank - Creative Activities for the Language Class. Rowley, MA: Newbury House Publishers, Inc., 1982. PE1128.A2S23

  A collection of 45 task-oriented activities based on role play and brainstorming. Translations of the key sections of each exercise and basic vocabulary are provided in Spanish, French, and German. Instructions for the teacher are included.

  Level: A guide to levels is included. Most are for intermediate and advanced students.

- Schinke-Llano, Linda. Easy Vocabulary Games. Lincolnwood, IL.: National Textbook Company, 1983.

  A book of spirit masters ready for duplication or xeroxing containing 32 word games. Twenty-two types of games, such as anagrams, hidden words, and crosswords are included. Answer keys and some instructions to the teacher are provided.

  Level: Beginner

- Schinke-Llano, Linda. Vocabulary Games for Intermediate English Language Learners. Lincolnwood, IL: National Textbook Company, 1984.

  Thirty-eight word games ready for duplication or xeroxing. Arranged in order of difficulty. Answer keys and some instructions to the teacher are provided.

  Level: Intermediate

- Van Arsdall, Faye. A Bag of Tricks for Language Teachers. St. Petersburg, FL: 1984 (Self-published: 6400 Elmhurst Court, Pinellas Park, Florida 33565).

  A clearly-written, easy-to-follow book detailing 45 games, activities, and exercises that are fun and educational. These were developed and/or gleaned over a period of 20 years of ESL teaching. Good stuff!

  Level: Can be adapted for all levels.

Appendix D

District Adult ESL Contact Persons in Florida

The following contact persons for adult ESL were designated by the adult education administrator for each district. In some smaller counties, the administrator is the contact person. In the few cases where no response was received, the administrator is listed as the contact person.

This list can be useful to you in several ways:

1. To locate persons to share ideas with, ask questions of, pool cultural information on student groups, or share teacher-developed materials.
2. To ask about staff development opportunities, such as workshops or teaching demonstrations outside your district. ESL teachers and teacher supervisors have a history of welcoming participants from neighboring counties.
3. To explore the possibility of cooperative workshops, especially among several smaller counties.

ALACHUA
James Talbot
3000 East University Avenue
Gainesville, FL 32601
Phone: (904) 373-1563
Suncom: 651-1563

BAKER
Alan Harvey, Director
Vocational & Adult Education
393 South Boulevard, East
Macclenny, FL 32063
Phone: (904) 259-6251

BAY
Virginia Seal
Haney Vocational-Technical Center
3016 Highway 77
Panama City, FL 32405
Phone: (904) 769-2191

BRADFORD
Charles Thomas
609 North Orange Street
Starke, FL 32091

BREVARD
Bette Singer, Dean
Adult-Community Education
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32926
Phone: (305) 632-1111, Ext. 3180
Suncom: 361-3131

BROWARD
Matthew Meadows
701 S. Andrews Avenue
Fort Lauderdale, FL 33315
Phone: (305) 524-8006, Ext. 235

CALHOUN
Ben Eubanks, Director
Adult Schools
518 North Main Street
Blountstown, FL 32424
Phone: (904) 674-8661

CHARLOTTE
Rita Hersey
Adult and Community Education
801 N.W. Arron Street
Port Charlotte, FL 33952
Phone: (813) 625-6155

CITRUS
Paul W. Collins
221 Gardenia Drive
Inverness, FL 32650
Phone: (904) 726-2430

CLAY
Jay Alligood, Director of Staff
Development and Community Affai
P.O. Box 474
Green Cove Springs, FL 32043
Phone: (904) 284-6517
Suncom: 635-1517

COLLIER
Edmund Magero, Director
Adult and Community Education
3710 Estey Avenue
Naples, FL 33942
Phone: (813) 774-7070

COLUMBIA
Richard C. Kahlich
Route 7, Box 541
Lake City, FL 32055
Phone: (904) 752-7812

DADE
Connie Clark
1410 NW. Second Avenue
Miami, FL 33132
Phone: (305) 350-3271

DESOTO
Larry Browning
530 La Solona Avenue
Arcadia, FL 33821
Phone: (813) 494-4222
Suncom: 552-7500

DIXIE
Skipper Jones
P.O. Box 4-V
Cross City, FL 32628
Phone: (904) 498-3358

DUVAL
Sara Lovette, Curriculum Coord.
Adult Basic Education Departmen
Florida Junior College at
Jacksonville
North Campus
4501 Capper Road
Jacksonville, FL 32218
Phone: (904) 757-6401

ESCAMBIA
Clifford Eberhardt
Adult Basic Education Dept.
Pensacola Junior College
1000 College Boulevard
Pensacola, FL 32504
Phone: (904) 476-5410, Ext. 2120

FLAGLER
Sue J. Mincey, Coordinator
Adult, Community & Vocational Education
P.O. Box 815
Bunnell, FL 32010
Phone: (904) 445-3550

FRANKLIN
Cledis F. Henderson
Chapman Elementary School
12th Street & Avenue E
Apalachicola, FL 32320
Phone: (904) 653-8857

GADSDEN
Arlis A. Parramore, Director
Vocational and Adult Education
P.O. Box 818
Quincy, FL 32351
Phone: (904) 627-9651

GILCHRIST
Donald C. Hurst
P.O. Box 67
Trenton, FL 32693
Phone: (904) 463-2331

GLADES
George Steele, Director
Adult Education
P.O. Box 459
Moore Haven, FL 33471
Phone: (813) 946-0811

GULF
James J. McInnis
P.O. Box 8
Port St. Joe, FL 32456
Phone: (904) 227-1744

HAMILTON
Margaret Scaff
VTAE Director
P.O. Box 148
Jasper, FL 32052
Phone: (904) 792-2715

HARDEE
Joe Baxter
200 South Florida Avenue
Wauchula, FL 33873
Phone: (813) 773-3173

HENDRY
Dr. William G. Perry, Sr.
Director, Vocational and Adult Education
475 E. Osceola Avenue
Clewiston, FL 33440
Phone: (813) 983-5102
Suncom: 558-4329

HERNANDO
Edward Knudson
Adult & Community Education
1036 Varsity Drive
Brooksville, FL 33512
Phone: (904) 796-6761, Ext. 228

HIGHLANDS
D. Gene Statler, Director
Vocational/Adult Guidance
600 West College Drive
Avon Park, FL 33825
Phone: (813) 453-6661, Ext. 137
Suncom: 550-1137

HILLSBOROUGH
Eloise Trent
2309 Mitchell Avenue
Tampa, FL 33602
Phone: (813) 272-4745

HOLMES
Frances Fleming, Director
Instruction, Adult and Community Education
P.O. Box 428
201 North Oklahoma Street
Bonifay, FL 32425

INDIAN RIVER
Jean M. Carter
Vocational & Adult Education
1990 25th Street
Vero Beach, FL 32960
Phone: (305) 567-7165
Suncom: 465-1273

JACKSON
Dr. Willis F. Melvin, Director
Adult Education
445 Guyton Street
Marianna, FL 32446
Phone: (904) 526-3672

JEFFERSON
Albert Thomas, Jr., Director
Adult and Community Education
Jefferson County Adult School
1490 West Washington Street
Monticello, FL 32344
Phone: (904) 997-4924

LAFAYETTE
Mr. Hal Thomas, Director
Lafayette Adult Education
P.O. Box 48
Mayo, FL 32066
Phone: (904) 294-1701, Ext. 34

LAKE
Ruth Clemmons
Lee Adult Center
207 N. Lee Street
Leesburg, FL 32748
Phone: (904) 787-0043

LEE
William M. Peed, Director
Adult and Community Education
1857 High Street
Fort Myers, FL 33901
Phone: (813) 334-7172

LEON
Jeannette M. Bacon
Community Education Center
1940 N. Monroe Street
Tallahassee, FL 32302
Phone: (904) 487-0343

LEVY
A. Perry Geiger, Coordinator
Community/Adult Education
P.O. Box 129
Bronson, FL 32621
Phone: (904) 486-2169

LIBERTY
Shelia Shelton, Director
Adult Basic Education
P.O. Box 428
Bristol, FL 32321
Phone: (904) 643-2281

MADISON
Bobby Joe Buchanan, Coordinator
Adult Education
North Florida Junior College
1000 Turner Davis Drive
Madison, FL 32340
Phone: (904) 973-2288, Ext. 46

MANATEE
Louise Newman
Adult High School
5603 34th Street
Bradenton, FL 33507
Phone: (813) 755-2641

MARION
Samuel Lauff, Jr.
Community Education Center
438 SW 3rd Street
Ocala, FL 32670
Phone: (904) 629-7545

MARTIN
David D. George
500 E. Ocean Boulevard
Stuart, FL 33494
Phone: (305) 287-6400, Ext. 132
Suncom: 481-1132

Monroe
Fred Shaw
Adult and Community Education
2100 Flagler Avenue
Key West, FL 33040
Phone: (305) 294-5212

NASSAU
Lucile S. Jones
Adult Education
School Board of Nassau County
1201 Atlantic Avenue
Fernandina Beach, FL 32034
Phone: (904) 261-7628

OKALOOSA
J. J. Steele
Administration Building
120 Lowery Place
Fort Walton Beach, FL 32548
Phone: (904) 244-2161
Suncom: 239-1250

OKEECHOBEE
Larnell Watford, Director
Adult and Community Education
100 SW 5th Avenue
Okeechobee, FL 33472
Phone: (813) 467-2431

ORANGE
Ruth Lieberman & Sheila Smith
Orange County Schools
434 N. Tampa Avenue
Orlando, FL 32805
Phone: (305) 422-3200, Ext. 528
Suncom: 329-1528

OSCEOLA
Zina T. Schubert
Osceola District Schools
401 North Church
Kissimmee, FL 32742-1948
Phone: (305) 847-3147
Suncom: 352-7440

PALM BEACH
Anne Mock
1235 15th Street
West Palm Beach, FL 33401
Phone: (305) 684-5200

PASCO
Dr. Nona Grotecloss, Supervisor
Adult Education
7227 U.S. Highway 41
Land O'Lakes, FL 33539
Phone: (813) 996-3600
Suncom: 597-1318

PINELLAS
Patricia M. Bradley
709 Mirror Lake Drive
St. Petersburg, FL 33701
Phone: (813) 821-4593, Ext. 237

POLK
Earl K. Stokes
1519 S. Floral Avenue
Bartow, FL 33830
Phone: (813) 534-2109
Suncom: 541-2109

PUTNAM
John Eubanks
P. O. Box 797
Palatka, FL 32077
Phone: (904) 328-5763, Ext. 225
Suncom: 696-1225

ST. JOHNS
Gene R. Motley
St. Augustine Technical Center
Collins Avenue at Del Monte Drive
St. Augustine, FL 32084
Phone: (904) 824-4401, Ext. 48

ST. LUCIE
Andre Hawkins, Asst. Dean of Instruction
Indian River Community College
3209 Virginia Avenue
Fort Pierce, FL 33450
Phone: (305) 464-2000

SANTA ROSA
John E. Temple, Director
Adult, Vocational and Technical Education
Santa Rosa County Courthouse
801 Caroline Street, Southeast
Milton, FL 32570
Phone: (904) 623-3663

SARASOTA
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Department Heads, ABE
Sarasota Vocational and Adult Center
4748 Beneva Road
Sarasota, FL 33583
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SEMINOLE
Dr. Ned Johnson, Director
Adult and Continuing Education
Seminole Community College
Sanford, FL 32771
Phone: (305) 323-1450
Suncom: 390-1311

SUMTER
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Sumter County Adult Education Program
P.O. Box 428
Bushnell, FL 33513
Phone: (904) 793-5705

SWANNEE
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4155 W. Pine Wood Way
Live Oak, FL 32060
Phone: (904) 362-2252

TAYLOR
Dr. E. B. Williams, Director
Taylor County Vocational &
Technical Center
South U.S. Highway 12
Perry, Florida 32347
Phone: (904) 584-7603

UNION
Tom Rymer
55 SW 6th Street
Lake Butler, FL 32054
Phone: (904) 496-2045

VOLUSIA
Alma Glover-Smith and
Bernadette S. Bell
Daytona Beach Community College
Box 1111
Daytona Beach, FL 32015
Phone: (904) 255-8131, Ext. 3591
or 254-3013
Suncom: 362-3013

WAKULLA
J. Harold Thurmond
P.O. Box 265
St. Marks, FL 32355
Phone: (904) 925-6472

WALTON
J. B. Sheppard
Okaloosa Walton Junior College
Niceville, FL 32578
Phone: (904) 678-5111, Ext. 268
Suncom: 233-1268

WASHINGTON
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209 Hoyt Street
Chipley, FL 32428
Phone: (904) 638-1180

Appendix E

Selected ESL Texts

Most experienced ESL teachers will warn you that there is no perfect text. You must supplement and individualize to effectively meet the needs of your students. There is probably no truer statement; however, there are some excellent texts now available which can provide a good base from which to build. The textbooks listed below were selected by a group of experienced adult ESL teachers, teacher trainers, and teacher supervisors. They were each asked to name the three which they recommended most highly for each level of instruction. Their responses are compiled below. Those that were recommended three times or more are marked with an asterisk. REMEMBER: These are excellent texts, but your individual choice of a basic text must be determined by the needs of your students.

Key to Publishers

A: Addison Wesley
Jacob Way
Reading, MA 10017

AP: Alemany Press
P.O. Box 5265
San Francisco, CA 94101

BES: Bilingual Educational Services
P.O. Box 669
1609 Hope Street
South Pasadena, CA 91030

CAM: Cambridge
888 Seventh Avenue
New York, NY 10106

D: David Cook
850 N. Grove Avenue
Elgin, IL 60120

DS: Delta Systems
215 N. Arlington Heights Rd.
Arlington Heights, IL 60004

HE: Heineman Educational Books
4 Front Street
Exeter, NH 03833

HH: Heinle and Heinle
51 Sleeper Street
Boston, MA 02210

L: Longman, Inc.
19 West 44th Street
New York, NY 10036

MH: McGraw-Hill
330 West 42nd Street
New York, NY 10036

O: Oxford University Press
200 Madison Avenue
New York, NY 10017

PH: Prentice-Hall
Englewood Cliffs
New Jersey 07632

N: Newbury House Publishers, Inc.
54 Warehouse Lane
Rowley, MA 01969

R: Regents Publishing Co.
Two Park Avenue
New York, NY 10016

SF: Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025

SO: Sky Oaks Productions, Inc.
P.O. Box 1102
Los Gatos, CA 95031

SV: Steck-Vaughn
P.O. Box 2028
Austin, TX 78768

Non-Literate

BES: Modulearn ESL Literacy Program

CAM: English Spoken Here Wall Visuals

D: Teaching Pictures:

- Transportation
- My Community
- Health & Cleanliness
- Learning About Weather
- Your Five Senses
- Moods and Emotions

*DS: Passage to ESL Literacy

*HE: A New Start

PH: Basic English for Adult Competency

* R: Before Book One

SO: Total Physical Response kits

SV: Entry to English 1, 2, 3, 4

Beginning

A: New Horizons

AP: Everyday English

CAM: English Spoken Here 1

DS: English for the 21st Century

DS: Passage to ESL Literacy

*HH: Intercom 2, 2

MH: Bridges to English 1, 2

*PH: English for Adult Competency

R: Grammarworks 1, 2

R: Lifelines 1

SF: English That Works 1

SV: English: Your Second Language 1, 2

Intermediate

CAM: English Spoken Here 2

HE: A New Start

HH: Intercom 2, 3, 4

L: In Touch 2, 3

L: Lifestyles 1

MH: Bridges to English 3, 4

*PH: English for Adult Competency 1, 2

R: Essential Idioms

R: Grammarworks 2, 3

* R: Lifelines 2, 3

*SF: English That Works 2

SV: English: Your Second Language 3, 4

Advanced

CAM: English Spoken Here 3, 4

HH: Intercom 5, 6

L: Lifestyles 2, 3

MH: Bridges to English 5, 6

N: The Dyad Learning Program

N: Idioms in Action

PH: A Writing Book

PH: English for Adult Competency

R: Graded Exercises in English

R: Grammarworks 4

R: Lifelines 4

SF: English That Works 2

SV: English: Your Second Language

Appendix F

Teacher Self-Rating Checklist

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Teacher Self-Rating Checklist for Language Lessons

Good teachers, no matter what their subject matter or level are constantly trying to improve their performance. This self-rating checklist helps you to assess your language lessons in four major areas:[1]

1. SOCIAL CLIMATE. Research in the areas of language acquisition and teacher effectiveness shows that one of the most important factors in language learning is the social climate in which that learning takes place. Especially important are teacher warmth and enthusiasm.
2. VARIETY IN LEARNING ACTIVITIES. Variety makes a language lesson not only more interesting, but also more effective. Boredom is minimized and student achievement is encouraged. When planning for variety, especially for lower-level classes, be sure to maintain the sequence from easy to difficult and from manipulative to communicative.
3. OPPORTUNITY FOR STUDENT PARTICIPATION. It goes without saying that the more opportunities students have to speak in class, the faster their spoken English will improve. For an excellent discussion of ways to maximize student talk and minimize teacher talk, see "Classroom Skills for ESL Teachers" by Kathleen Bailey and Marianne Celce-Murcia in Teaching English as a Second

1 Celce-Murcia and McIntosh, Lois. Teaching English as a Second or Foreign Language, 1979.

or Foreign Language.

4. FEEDBACK AND CORRECTION. This is an area in which much controversy has raged and will continue to. There are three areas of general agreement:
    a. Encouraging student self-correction (when feasible) is preferable to teacher correction. Gestures, visual cues, and verbal cues ("What tense do you need?") can be used to encourage self-correction.
    b. Peer correction can be quite effective if managed carefully.
    c. Error correction must be selective. If students are overcorrected, they will hesitate to speak.
    d. Students need positive reinforcement!

In addition to the areas covered on the checklist, there are several other areas you should consider in your self-evaluation: [2]

1. VOICE PRODUCTION. Are you speaking at a natural pace? Is your volume level appropriate?
2. CLARITY OF INSTRUCTIONS. Have you set up a clear system of signals (for repeating, for example)? Are your verbal instructions clear and easily understood?
3. EYE CONTACT. Do you maintain eye contact with the students whenever talking to them or listening to them?

[2] Celce-Murcia and McIntosh, 1979.

4. LEGIBILITY OF MATERIALS. Are your handouts neat and legible? What about your writing on the blackboard? (This one is sometimes a little more difficult to maintain!)

5. QUESTIONING SKILLS.

a. Do you ask the question first and then call on someone to respond (a volunteer or someone you select)?

b. Pause. Do you allow enough time for each student to prepare a response before calling on someone?

c. Wait time. Do you give the student sufficient time to answer the question before calling on someone else? Is everyone allowed equal time to respond? Studies show there is a tendency to provide less time for poor students to answer the question than for good students.

6. PHYSICAL MOVEMENT. Do you build in opportunities for appropriate physical movement during the lesson" For a thought piece and practical activities, read any of James Asher's articles or books on the Total Physical Response method.

The perfect ESL teacher does not exist, but we can all improve our teaching skills and techniques. A commitment to growth is not only a personal plus that will keep your job interesting through the years, but a plus for your students as well!

TEACHER SELF-RATING CHECKLIST*

	Yes, Good to Excellent	Yes, Average/ adequate	No, needs improvement	Not Applicable
Social Climate				
a. Does the teacher demonstrate interest in and concern for each student (e.g., does s/he know and use their names?)				
b. Does the teacher project a friendly, positive attitude in the classroom?				
c. Are the students comfortable and relaxed with the teacher and each other? (e.g., is there humor?)				
d. Do the students know each other by name and enjoy exchanging information?				
e. Do the students volunteer and cooperate in carrying out group responsibility delegated by the teacher?				
f. Does the teacher use the physical environment to enhance language learning and social interaction?				
Variety in Learning Activities				
a. Is appropriate use of several language skills required in this lesson (listening, speaking, reading, writing)?				
b. Are audiovisual aids or other supplementary materials used to enhance the lesson?				
c. Is there appropriate variation in student grouping (together or individuals, whole class, pairs, groups, etc.)?				
d. Is there appropriate variation in input (e.g., teacher input vs. student input, voices of different native speakers, different written models, prose passage, dialogue, etc.)?				
e. Is there appropriate variation in pacing (i.e., easy activities/fast pace; harder activities/ slower pace)?				
f. Is there appropriate variation in the nature of the task (manipulation to communication)?				
Opportunity for Student Participation				
a. Does the teacher delegate tasks to students whenever possible (e.g., call roll, answer questions of other students, pass out papers, etc.)?				
b. Does the teacher distribute turns evenly among all students in the class?				
c. Does the teacher appropriately utilize techniques and drills that maximize student talk time and minimize teacher talk time?				

(continued on next page)

Self-Rating of Lesson Plan or of a Live Language Lesson (continued)	Yes, Good to Excellent	Yes, Average/ adequate	No, needs improvement	Not Applicable
d. Does the teacher develop appropriate tasks for pairs and groups of students to maximize student participation and lessen teacher domination?				
e. Does the teacher make use of games/ competitions/songs to enhance student participation?				
Feedback and Correction				
a. Does the teacher help the students to monitor their own output whenever the focus is on form or accuracy?				
b. Does the teacher effectively elicit self-correction of errors whenever possible (e.g., gestures, asking for repetition, etc.)?				
c. Does the teacher elicit constructive peer correction when self correction has not been effective?				
d. Does the teacher pinpoint the source of error without actually correcting the error?				
e. Does the teacher strike a happy balance between (i) correcting so much that students become inhibited and (ii) not correcting any of the errors that occur?				

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Self-Rating of Lesson Plan or of a Live Language Lesson (continued)	Yes, Good to Excellent	Yes, Average/ adequate	No, needs improvement	Not Applicable
d. Does the teacher develop appropriate tasks for pairs and groups of students to maximize student participation and lessen teacher domination?				
e. Does the teacher make use of games/ competitions/songs to enhance student participation?				
Feedback and Correction				
a. Does the teacher help the students to monitor their own output whenever the focus is on form or accuracy?				
b. Does the teacher effectively elicit self-correction of errors whenever possible (e.g., gestures, asking for repetition, etc.)?				
c. Does the teacher elicit constructive peer correction when self correction has not been effective?				
d. Does the teacher pinpoint the source of error without actually correcting the error?				
e. Does the teacher strike a happy balance between (i) correcting so much that students become inhibited and (ii) not correcting any of the errors that occur?				

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Appendix G

Textbook Evaluation Checklist

TEXTBOOK EVALUATION CHECKLIST

	Excellent	Good	Adequate	Weak	Totally lacking
	4	3	2	1	0
The Textbook					
a. Subject matter					
1. Does the subject matter cover a variety of topics appropriate to the interests of the learners for whom the textbook is intended (urban or rural environment; child or adult learners; male and/or female students)?					
2. Is the ordering of materials done by topics or themes that are arranged in a logical fashion?					
3. Is the content graded according to the needs of the students or the requirements of the existing syllabus (if there is one)?					
4. Is the material accurate and up-to-date?					
b. Vocabulary and structures					
1. Does the vocabulary load (i.e., the number of new words introduced every lesson) seem to be reasonable for the students of that level?					
2. Are the vocabulary items controlled to ensure systematic gradation from simple to complex items?					
3. Is the new vocabulary repeated in subsequent lessons for reinforcement?					
4. Does the sentence length seem reasonable for the students of that level?					
5. Is the number of grammatical points as well as their sequence appropriate?					
6. Do the structures gradually increase in complexity to suit the growing reading ability of the students?					
7. Does the writer use current everyday language, and sentence structures that follow normal word order?					
8. Do the sentences and paragraphs follow one another in a logical sequence?					
9. Are linguistic items introduced in meaningful situations to facilitate understanding and ensure assimilation and consolidation?					
c. Exercises					
1. Do the exercises develop comprehension and test knowledge of main ideas, details, and sequence of ideas?					
2. Do the exercises involve vocabulary and structures which build up the learner's repertoire?					
3. Do the exercises provide practice in different types of written work (sentence completion, spelling and dictation, guided composition)?					
4. Does the book provide a pattern of review within lessons and cumulatively test new material?					
5. Do the exercises promote meaningful communication by referring to realistic activities and situations?					
d. Illustrations					
1. Do illustrations create a favorable atmosphere for practice in reading and spelling by depicting realism and action?					
2. Are the illustrations clear, simple, and free of unnecessary details that may confuse the learner?					
3. Are the illustrations printed close enough to the text and directly related to the content to help the learner understand the printed text?					
e. Physical make-up					
1. Is the cover of the book durable enough to withstand wear?					
2. Is the text attractive (i.e., cover, page appearance, binding)?					

	4	3	2	1	0
3. Does the size of the book seem convenient for the students to handle?					
4. Is the type size appropriate for the intended learners?					
The Teacher's Manual					
a. General features					
1. Does the Manual help the teacher understand the rationale of the Textbook (objectives, methodology)?					
2. Does the Manual guide the teacher to any set syllabus for that level?					
3. Does the index of the Manual guide the teacher to the vocabulary, structures, and topics found in the Textbook?					
4. Are correct or suggested answers provided for all of the exercises in the textbook?					
5. Is the rationale for the given sequence of grammar points clearly stated?					
b. Type and amount of supplementary exercises for each language skill					
1. Does the Manual provide material for training the students in listening and understanding the spoken language?					
2. Does the Manual provide material for training the students in oral expression?					
3. Does the Manual suggest adequate and varied oral exercises for reinforcing points of grammar presented in the textbook?					
4. Does the Manual provide drills and exercises that enable the teacher to help the students build up their vocabulary?					
5. Does the Manual provide questions to help the teacher test the students' reading comprehension?					
6. Does the Manual provide adequate graded material for additional writing practice?					
c. Methodological/pedagogical guidance					
1. Does the Manual help the teacher with each new type of lesson introduced?					
2. Does the Manual provide suggestions to help the teacher review old lessons and introduce new lessons?					
3. Does the Manual provide practical suggestions for teaching pronunciation and intonation?					
4. Does the Manual provide suggestions to help the teacher introduce new reading passages?					
5. Does the Manual provide guidance to the teacher for introducing various types of written work?					
6. Does the Manual provide guidance to the teacher for evaluating written work and identifying the students' most serious mistakes?					
7. Does the Manual advise the teacher on the use of audiovisual aids?					
d. Linguistic background information					
1. Does the Manual provide contrastive information for the teacher on likely pronunciation problems?					
2. Are English vocabulary items and English structures well explained?					
3. Are lists of cognate words (true and false cognates) provided for the teacher?					
4. Does the Manual provide information on grammar to help the teacher explain grammatical patterns presented in the lessons and anticipate likely problems (i.e., data from contrastive analysis and error analysis)?					

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